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FALL 1969





Alumni Annual Giving Sets \$150,000 Goal

*Mary Cecile Higgins Bridges,
AAG chairman, with Annah Buff
Prago, who is directing the
Greensboro campaign.*

The Alumni Annual Giving Council at a meeting on campus late in September re-elected Mary Cecile Higgins Bridges of Greensboro as chairman, set an impressive goal of \$150,000 for 1969-70, and added student and faculty members to its roster for the first time.

Mary Cecile directed campaign efforts last year when a record \$142,000 was collected from 7,724 alumni for a seventh year of outstanding achievement. There was a feeling that the new goal would challenge the best efforts of alumni but that it was entirely within the realm of possibility. Plans are already in motion for the most extensive organization that has been attempted with nearly 2,000 workers covering 51 North Carolina counties and eight areas outside the state.

Three faculty and three student members who were elected to the council are: faculty: Dr. James C. Atkinson, romance languages; Dr. Laura Anderton, biology; Dr. Donald W. Russell, education; student members: Laverne Hines (sophomore), from Tarboro; Tim Kauffman (junior), Mebane; and Linda Richardson (senior), Mayodan.

Every alumna who contributes to the Annual Giving Campaign is contributing in a very real way to making the University a finer institution, according to George W. Hamer, Director of Development. The new goal is a reflection of alumni pride in the Chancellor and his continuing program of excellence for the Greensboro campus. □

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In This Issue . . .

. . . change is the key word. President Harris Wofford, founder of the radically innovative State University College at Old Westbury, makes some surprising comments on curriculum change based on his present experience at Old Westbury . . . Today's student, vastly changed in dress and manner, is also different in his concern and involvement, as Dean of Students Tom Smyth writes in his appraisal . . . There is no area today where change is more necessary than in education, especially in the preparation of student teachers who must bring innovation to the classroom. Alumna Ellen Sheffield Newbold asks and answers some questions on student teacher preparation, and seven young teachers, fresh on the classroom scene, write about their first assignment, followed by comments from English — teacher graduate of the class of 1968 . . . Changes in the University Elementary School (formerly Curry) are described by Executive Principal Bryce Perkins. . . Michael Molenda reports on the opportunity-rich potential in the new media center which should be ready for occupancy in February . . . A historic note is sounded by Kate Fleming Brummitt in her recollection of her first assignment in the teaching field, almost the only career offered to women in 1907, a situation greatly changed in 1969. Today there are opportunities for educated women in almost every field as Jean Eason relates in her article on the University-sponsored Center for Continuing Education for Women.

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Educational Change...

To What Purpose?

*Founders Day Speaker Finds Soul of Education Missing;
Urges Return to Socratic Process — and Books.*

SOME attribute the widespread alienation of the young to the Vietnam War, but I believe that irrational war only compounds a deeper alienation. Yet it is an important factor. American participation in that war is a tragic mistake and should be ended now. Most American young people believe that, I believe that, and I am appalled that we in American higher education have not thrown more light on such a matter of life and death.

The president of Michigan State University used to tell proudly how, when the farmers of Michigan found that their strawberries were not red enough for the American consumer, Michigan State University went to work and found out how to get red strawberries. When the United States Government wanted an atom bomb, the University of Chicago, Columbia and other universities went to work to invent one. Yet what university has done very much to find the way to peace in Vietnam — or to prevent world war — or to invent the world law necessary to prevent world destruction? I am not proud that the initiative for this, the teach-ins, and most of the protests against the war have come largely from students and that consideration of the issues of war and peace is left on the periphery of a college or university, an extra-curricular activity while scientific research leading to new weaponry, or even to new strawberries, gets admitted at a proper academic concern. Certainly the leaders of American education should be the first to oppose any moratorium on debate about this war; instead I propose that we do everything in our power to promote such a debate.

The sad thing is, I'm not sure we have anything special to say on the war. Like Calvin Coolidge on sin, most academics are "agin'" it, but do we have a view of the world that would throw light on our national plight? We have collected a great deal of information in all the categories into which we have divided the body of knowledge, but if we fed it all into a great national computer, would any wisdom come out? We can help make strawberries red and build bigger bombs. We can produce botanists and biologists and chemists and physicists, engineers of all kinds, all the specialists of the so-called humanities and social sciences, nurses, doctors, dentists and embalmers,

businessmen, lawyers and schoolteachers, and, on some campuses with ROTC, even army officers, but do we know how to teach citizens to govern themselves? Do we know how to educate world citizens? Do we know how to prepare people to understand this changing world?

IN the big buzzing confusion of the mid-twentieth Century, if any institution should be expected to be doing its best to see the world steady and whole, it should be the faculties and students in higher education. When students at college and university discover this isn't true, that nowhere in our curriculum as it is now organized does this effort take place, then they are disappointed and angry and accuse us of cowardice, hypocrisy and irrelevance. I think that the reason American higher education long ago, in fact from the beginning, called a moratorium on consideration of the war in Vietnam, at least as a central concern of the university, is not that it lacked courage but that it lacked wisdom. The way our curriculum is organized, compartmentalized into all of our modern specialties, makes it almost impossible to get any common central wisdom on the common central problems such as Vietnam. The same thing is true, I believe, of our silence on the other great issues facing the world: race and poverty, the city, bureaucracy, automation, the social control of science and technology, the destruction of our natural environment, world economic development, disarmament, world law.

When the cable was finally laid between England and India, the question was: What is the first message going to be? When John Ruskin was asked for help, he asked "But what has England got to say to India?" England and India had some things to say to each other — Ruskin to Gandhi, for instance — but higher education is at about the point that we build and dedicate new buildings, but we aren't sure what to put in them, we aren't happy with what is said in them, we know that something essential is missing.

This, as I see it, is the great negative insight of your generation: that something fundamental is missing. What

Harris L. Wofford:

Peace Corps Organizer & Director

Editor of JFK's "Strategy of Peace"

Lawyer - Diplomat - Politician

JFK's Sub-cabinet Chairman on Civil Rights

Author of "It's Up to Us" & "India Afire"

Selma-to-Montgomery Marcher

is this thing you find lacking? Your first answer is in terms of relevance, but your deeper response goes something like that of the philosopher-president of India, Dr. Radhakrishnan had praised the great dams, factories and city construction the Soviet regime had built. "Yes, there is one thing you have not got," he said. "What?" asked Stalin. "The Soul," said Radhakrishnan. "What is this thing called Soul?" asked Stalin. "That which you have not got," said the President of India.

Isn't this about what you are saying of higher education? It is not much of an answer, but knowing what you have not got may be the beginning for educational reform.

KNOWING that he did not know and taking this as a statement of what he needed to know was the beginning of wisdom for Socrates. In this sense I see your generation as a giant Socrates come, sometimes beard and all, to ask the hard questions, to puncture the pretensions of knowledge, to sting us from our pragmatic slumbers. I say this not to flatter you but to suggest the dimensions of our problem. We are said to be in a race between education and disaster, but the paradox is that education, in its present form, is also producing the disaster. Education produced the hydrogen bomb — here, in Russia and in China. Education is the source and the cutting edge of most of the revolutions in the world. It takes only sixteen years of



modern education to produce a modern man here, in Africa or in India. If we produce many more mixed-up modern men without a lot better education, without more of this Soul that education has not got, the world may blow up.

We can't stop the spread of modern education. The revolutionary news is out that through universal higher education it is now possible for the benefits of modern science and technology to be made available to the whole human race. But we who experienced this revolution first and have taken it farthest know in our hearts that something is missing at its core. In all of the affluence of our society, we sense the old danger that led to the downfall of Rome — that modern civilization may win the whole world and lose its soul.

This is a long way of saying that your question of purpose is the most important question of all. The question of purpose may be the central missing one in our arts and sciences, the question that education should be asking and teaching us to ask at all times and places. Let me roll three years of work at educational reform into one ball and say

that unless we rediscover this central Socratic process, we can with all the educational change in the world still have lost the soul of liberal education.

Socrates asked these questions of purpose in the marketplace, by the riverside, in the midst of every symposium. He never taught in a classroom or gave a course, but his was a fairly relevant curriculum for guardians of the republic. At the end of Plato's Republic, you may recall, and I believe this is true for our or any republic, it was agreed that the guardians, — in our case, We the People — must be educated in this ultimate liberal art of knowing how to choose a good life from a bad life. Today in this world of change we call this "choosing your own future."

In planning our new college at Old Westbury we set out to create a college and design a curriculum that above all would help students learn how to do this. At least that was our definition of a relevant education for students concerned with the modern world, and the Chancellor of the State University had told us "to review all the conventional barriers such as admissions policies, grades, course systems and academic divisions, and break whatever barriers may stand in the way." After three years I have to report that the main barriers turned out to be not the system of academia but our own ideas or lack of them.

Let me summarize some of our experience. Because we thought students sensed what was lacking in most liberal education, we brought them into the planning of the college, from the beginning to this day, as "full partners", to play what we hoped would be a constant, troublesome Socratic role.

Because we agreed with Whitehead's diagnosis of a "fatal disconnection of subjects," we decided to begin with an interdisciplinary curriculum focused on a common object, the urban condition, especially the problems of race and poverty. We tried to bring together all the available disciplines to throw light on those problems and to use this as the occasion not for specialist training of urbanists but for the liberal education of any citizen. And we decided to have no academic departments but instead to form one constituent college after another, somewhat like the colleges that make up Oxford and Cambridge, with no one college growing beyond 400 or 500 students and an interdisciplinary faculty of 30 or 40, each with a coherent common curriculum of liberal arts. Through such a college of contrasting colleges, each engaged in a search for better education, we hope to extend the initial period of innovation over the years.

Because we accepted another of Whitehead's distums — that "the task of a university is to weld together imagination and experience," we established a required field semester of living and working in an urban community, in some

assignment in education or community action. Whitehead said, "The tragedy of the world is that those who are imaginative have but slight experience, and those who are experienced have feeble imaginations. Fools act on imagination without knowledge; pedants act on knowledge without imagination." By combining the reading of great books with experience out in action, Oxford with the Peace Corps, St. John's College with Antioch, we hope to have a work-study program that produces neither pedants nor fools but liberal artists fit for this complex twentieth century.

Because grades seemed oppressive, we adopted a pass — not pass system.

Because the one-way system of instruction by repeated lectures seemed so deadening to students and faculty, we have had almost no lectures and operate almost entirely through small seminars.

Because admission of students by test scores give a skewed population especially discriminating against black and Puerto Rican students in New York, we recruited and admitted across a wide spectrum of types of interest. As a result about twenty-five percent of our 350 students this year are black or Puerto Rican. I believe this is a larger percentage than of any other non-black liberal arts college.

We have been underway for only a year and a summer, but you may still want a preliminary answer to your question: All this educational change to what purpose? with what results?

I wish my answer could be simple and cheerful. As the world goes, I think our programs have been relatively successful, and I particularly commend the idea of small experimental colleges within a larger university as a way of institutionalizing innovation and seeking to discover new common curriculums, but in terms of the central process, what I've called the Soul of liberal education, I fear we are almost as far from that as when we started.

In the planning students have played an important part in pressing their negative insights, but now let me give my negative insights about them. I should add that though we are racially rich and diverse, we, too, have a skewed population, consisting primarily of students drawn to an experimental college. So this is a negative insight about students who are in the forefront of educational reform, at least at Old Westbury. They have caught the very disease, which I call educational anarchy, the same disease that most afflicts the faculty.

The dominant student reformers' drive — to end requirements, to abolish grades, to resist examinations or evaluations of any kind, to let everyone do his thing "grooving in the grass" our black students called it, all this is, I think, the predictable student version of the principle of anarchy that already prevails in our departmental elective

"... The real cultural frontier for a late 20th century American student to cross is in the library ..."

system: let every professor teach his thing, let every department do its thing. Isn't this the basic principle of the multiversity? At Old Westbury it often seemed to me that the students, if they had their way, would do little more than extend and perpetuate this.

Moreover, the lack of common purpose or common ideas or any very strong curricular ideas leads to confrontation on issues of power. In this, too, student power takes its place in the competition alongside the earlier contenders which are faculty power or administrative power. The trouble is, as H. G. Wells said of socialism, it takes too many evenings. If the committees were engaged in intellectual and academic search, I would be willing to stay up all night, but all too often the educational purpose has been lost, and only confrontation has taken place.

Let me include the faculty in my negative insight. You can call a class a seminar and sit around a table and still it is a lecture—or it becomes a more intimate form of manipulation in which the teacher forces students to say what the teacher wanted to say himself. Some people think this is what Socrates did. At the University of Chicago I realize now that I didn't meet many live teachers who were great, but the live teachers there did help me meet some very great teachers in the form of the authors of great books. At least they didn't stand in the way of the books, insisting on interpreting the books first, or suggesting a textbook or commentary instead of the full impact of the real thing.

But this concept of helping students meet teachers like Plato and Socrates, Marx and Freud, is alien to many faculty and most students. At least at Old Westbury, the warm-body principle seems to me to be used too far. Students are missing some truly great teachers, all available in the library, though some are maybe 2,000 years dead.

If we were starting over at Old Westbury and I had my way (which I probably wouldn't have) with students and faculty, I think I would propose challenging students to spend their first year learning Greek and reading Plato in the original, maybe add mathematics, leading later into some applied computer languages and on to all the greatest books of our tradition. In justification of this medieval turn of mind, I can cite at least one modern radical source: Malcolm X. Malcolm speaks for me to those who discount the centrality of books. In his chapter entitled "Saved" in his autobiography, telling about the liberal education he got in jail, he writes:

"I have often reflected upon the new vistas that reading opened to me. I knew right there in prison

that was afflicting the black race in America. Not life. As I see it today, the ability to read awoke inside me some long dormant craving to be mentally alive . . . My homemade education gave me with every additional book that I read, a little bit more sensitivity to the deafness, dumbness, and blindness that was afflicting the black race in America. Not long ago, an English writer telephoned me from London, asking questions. One was, 'What's your alma mater?' I told him, 'Books.'"

At Old Westbury our Administration Building burned down—accidentally. Unlike other administration buildings, it was burned *before* we had any students.

In the ashes of my office, where the *Encyclopedia Britannica's* set of great books had been, there was one remnant of a volume, a charred page listing great ideas: Matter, Medicine, Nature, Poetry, Relation, Religion, Revolution, Soul, Time, Truth, Virtue, War, Will, Wisdom, World. Those are not new ideas; a lot of important things have been said about them over the last twenty or thirty recorded centuries; many of these things are contained in the books. Fire burned my set, but the books are still around because millions of people throughout history have been helped by them, educated by them, and they have cherished them. My student colleagues have urged me to call them very good books instead of great books, and I have been learning to call Shakespeare a very good writer and *Oedipus* a very good play. *The Bible* is indeed a very good book. But today I want to hold my ground: The great books of our tradition, and of all the great traditions we can reach and understand, constitute a great conversation. Hopefully, this generation will have important things to add to that conversation, but it will do so best if it takes good account of the common worldwide, age-old conversation it is continuing.

Wherever you go in this physical world, you meet this twentieth century coming back, just as wherever you go in twentieth century literature you are likely to meet the dominant existentialist philosophy coming back. Perhaps Africa or the Black Experience or India or China would give a glimpse of another world view, but the real cultural frontier for a late twentieth century American student to cross is in the library where you can go and live in 15th century England, or in the Middle Ages, or in early Christendom, or in fifth century Greece, or in the Holy Land when three world religions were born. Only through knowing such contrasting world views are we likely to have the imagination and intelligence to choose for ourselves a world-view that is right for us. □

Today's Student: Concern/Involvement

Thomas J. C. Smyth

Dean of Students

IN early September, the President's Committee on Voluntary Action invited university administrators from fifty universities to the first of three workshops in the Executive Building of the White House. The workshop was titled "Student Voluntary Action: The University and Its Role." The leaders were Secretary of HUD George Romney, who is Cabinet Chairman of the Action Committee, and Bud Wilkinson, President Nixon's man for affairs involving young people.

It has become evident that today's student wants to serve the community beyond the boundaries of the campus. There is a new sensitivity to the needs of "the town." This awareness of others has been dramatized in highly publicized events at Columbia University where the University's relationship to the Harlem community was one of many factors in last year's upheaval on that campus. On the other side of the nation, California's Berkeley campus erupted over the Peoples' Park issue. Mark Gerzon, a senior at Harvard, in his recent book, *THE WHOLE WORLD IS WATCHING*, writes "This generation manifests a lesser concern for technology and a greater concern for man, technology's inventor. The young today are not entranced by what technology does FOR man and so can better observe what it does TO man. Just as learned men during the Renaissance had to inspect their society's assumptions about the nature of the world because of the discoveries of science, so today students are inspecting their society's assumptions about the inventions of science."

The White House Conference, while far from perfect in conception and in format, gave us the opportunity to hear of volunteer work on campuses throughout the nation. (It should be noted that many conferees were suspicious of the aim of this conference at this time since it coincided with the announcement by the Administration that funds for student aid had been reduced forty to sixty percent.) Nevertheless, it was encouraging to hear that on almost every campus more students are involved in relieving the ills of communities than in disrupting and destroying.

At New York University, the students initiated a drug rehabilitation program where former drug users began

working with young drug addicts in special areas of the city. At Vassar, students work in the nearby mental hospital in a variety of needed ways. At Michigan State, students are working in ghettos in nearby communities as tutors, recreation leaders, and community organizers. Universities having graduate schools of law and medicine find many preparing for these professions as assistants in public health centers, day care units, and legal aid societies.

A growing number of universities are giving course credit to students who give an unusual amount of time to community projects which relate to their studies. While this may call for a redefining of the word "voluntary," it is an approach to community service that calls for greater exploration. Majors in sociology, guidance, music, arts, and education, may find that in-service experience will enrich the academic life and serve a real need in the community.

The Greensboro Scene

For some years, students at the University at Greensboro have joined others in neighboring colleges in a tutorial program named GUTS (Greensboro United Tutorial Service), renamed this year TCB (Teaching Children Better). Every week they leave the campus to spend a few hours at a federal housing project helping youngsters understand the new math or a new language or a new way to study. This has been a gratifying experience for our students and for those whom they tutor.

Last year the Class of '70 initiated the Granite Street Project. With the cooperation of the Department of Health, Physical Education and Recreation, young people from the Granite Street area were brought by University buses to Coleman Gymnasium for a half-day of play under skilled and enthusiastic student leaders.

During the past summer a few students began a program which is being carried on this fall known as Project Arts. Here is an opportunity for students interested in drama, music and art to share their talents and creativity with youngsters in the community who might not otherwise know the joy of the creative artist.



From Greensboro Daily News

One of the campus church groups is experimenting in its own neighborhood this year with "open house" four evenings a week so that young people of the neighborhood may have a quiet place to study and someone at hand as a resource person or tutor or confidante. Encyclopedias and other reference books are available for use. There is also the need in this same neighborhood for students to involve themselves with the older citizens, those who have reached the "sunset years." Students are aware that these people wonder what has happened to this present generation of students whose dress and manner is different from students in years past. They plan to invite the older neighbors to occasional social hours where they can sit with students and come to know them as young people coming to the University to learn and to serve.

Other students have helped at the Cerebral Palsy School. Transportation, always a key problem in voluntary work, was solved through the cooperation of the Alumni Association who asked local alumni to help out.

The President of the Student Government Association has appointed a Coordinator for Voluntary Action. Working with a committee, she will ascertain the needs of the community, the advisability of university involvement and how best to use the limited time students and faculty have for such activity.

Today's student seems to have caught something of the spirit of Albert Schweitzer who held that all his studies in philosophy, music, theology and medicine were governed by his basic philosophy of "reverence for life." He insisted that the artist could not live for his art alone, or the scientist for his science alone, but that each should sacrifice a portion of his own life for the sake of others.

Or to use Carl Sandburg's appropriate phrase:

*There is only one man in the world
And his name is All Men.*

Students Observe Moratorium In Solemn Quiet

The Peace March in downtown Greensboro on Wednesday, October 15, was led by UNC-G students. It was a quiet demonstration with peaceful marchers. Phillip Jones, a senior from Shallotte, carried the American flag, and when he wearied, Senior Judith Prizio of Asheville lent a hand.

The march climaxed a quiet day on the Greensboro campus. Classes were not dismissed, and attendance appeared to be normal. Student participation was high in moratorium seminars held throughout the day. There were as many as 250 students at some of the faculty-led discussions which studied the Vietnam war from political, sociological, economic and moral standpoints.

Chancellor Ferguson observed: "The attendance and participation in the special seminars held on campus reflects the deep interest of our students in this country's involvement in the Vietnam war. The seminars were conducted in a highly responsible manner, and in my opinion, served as a genuine educational experience for those who attended them."

What about Student Teaching?

Ellen Sheffield Newbold '55

STUDENT teaching programs, which have changed little in a score of years, are coming under increasing criticism in the face of today's "academic revolution." Most of them offer the traditional eight-week program during the senior year in which the education major has a chance to apply all of the theory learned in college courses to the actual classroom situation by observing and teaching. What other profession trains in the disciplines, the professional courses, and the practicum within a four-year program? Ideally, teacher training should require five years with the public schools assuming most of the responsibility for practice teaching during the fifth year. These students would teach one half-day for a nine-month period in different interest areas under the supervision of *trained* supervising teachers and university supervisors. They would spend one half-day observing in various classrooms, in seminars, planning and evaluating. This intern-type program would be more realistic than the present system.

Since teachers, however, are currently trained and "turned out" in a four-year period, what can be done to make this more meaningful? The campus-based laboratory school is no longer adequate to take care of student teachers so colleges and universities have been forced to place them in public schools. This in itself has brought problems. The relationship between university and public school ranges from poor to excellent. Clashes of educational philosophy, coordination and articulation difficulties, poorly trained supervising teachers and indifferent college supervisors are examples of how the student teaching programs have been hampered.

Survival of the fittest is the order of the day. Poor placement can ruin a student teacher for life. *Too little, too late* seems to characterize most student teaching programs. The teaching-learning process is now too complex and too important to continue outmoded student teacher program models now in existence. Many of the programs are outmoded because public school teachers have refused to "keep up" with teaching-learning methods and often discourage student teachers from trying the very learning theories they have just learned. The "seasoned" teacher is often afraid, it seems, to move out of the comfortable rut of ten years to try new and often exciting experiences. Either the state of North Carolina or the various teacher

training centers must retool the experienced classroom teacher to be an adequate and effective supervisor.

What Should A Student Teacher Be?

While improvements have been made in some areas, the most recent being the action of the 1969 General Assembly giving legal status to student teachers, the basic programs have continued unchanged. What a new program of student teaching should be is the unanswered question at present.

I believe that sophomore education majors should spend at least ten hours per week working with learners in the public schools as teacher-aide type personnel. This would give them a firsthand knowledge of growth and development characteristics of learners at various levels of maturity, mentality, and age. Adequate knowledge of growth and development is a must for a competent teacher. This involvement in the public school setting should continue through the senior year.

During the junior year the education major should spend time in their chosen interest areas working with various teachers and with various levels. They might do mini-teaching using video tape for self-evaluation and improvement.

The regular student teaching program would fall in the senior year. The education major's prior experiences would enable him to become involved in the total school program faster, thus making the experience more meaningful. The eight-week teaching period may be shortened or broken to suit the needs of the practicing teacher. It might be beneficial to bring a student teacher back to the college campus for self-evaluation and redirection.

Public school teachers who are supervising student teachers should be brought to the campus at intervals during this three-year involvement period for seminars, round tables, self-study and evaluations. This kind of exchange of ideas and experiences would certainly be beneficial.

To be successful in the effort to train teachers, the colleges and universities must concentrate their efforts not only to insure a successful practical experience for education majors but also to assist them in acquiring the best content knowledge that currently is available in all subject

Ellen Sheffield Newbold '55 taught in various school systems before her marriage to Kenneth Newbold, now superintendent of Laurinburg-Scotland County schools. She served as a clinician supervising teachers in the School of Education for several years while her husband was in charge of instruction and curriculum for the Greensboro city schools.

areas, helping them to understand the structure of knowledge and the major concepts that interrelate the various disciplines. In addition, education majors should be taught how to learn and the tools used by scholars to evaluate current knowledge. This would prevent obsolescence of content taking place within five years after graduation.

UNC-G's Contribution

What has UNC-G done to improve student teaching? Several approaches have been taken as experimental programs in the past two years.

A clinician program was implemented on the elementary level and in various secondary subject areas. The clinicians are classroom teachers not currently teaching who came into the methods classes two weeks prior to the eight weeks of student teaching. Ten to twelve student teachers are assigned to each clinician who, in turn, became the supervisor in the public school working with the practice teacher and responsible to a college supervisor. The program has proved to be beneficial as a public relations tool for the University and has given the student teacher more personal guidance.

Another approach has been to have a clinical professor from the university who teaches a course in a local high school and supervises all student teachers in that school. The professor is also available to do demonstration teaching for the high school faculty as in service training. Student teachers in this program are exposed to two levels of teaching—junior and senior high school.

A new approach, somewhat modified this year, was the sending of a pilot group of elementary education majors to the classroom at mid-semester, earlier than the prescribed time, for their eight-week teaching period, then returning them to campus for evaluation and seminar. This year the student teachers are spending three weeks on campus and seven weeks as student teachers, followed by five more weeks on campus. Seven University faculty supervise the program, working with five school systems (Burlington, Winston-Salem-Forsyth, Guilford County, Greensboro, and University Elementary [Curry]). The existing program in elementary education is being examined intensively to devise the arrangement which will be most beneficial to student teachers.

There is a constant effort to reorganize professional courses, not only in content but in sequence so they will be more meaningful to the student teacher. Where do we go from here? What about student teaching? □



From the Classroom

Seven Teachers

How are new teachers faring, especially those who were among the first to cross the color barrier in their profession? We invited seven recent graduates (four black teachers in predominantly white schools and three white teachers in predominantly black schools) to comment on their experiences. Only one in the group of seven, a white teacher in an all-black school, felt that her name should not be used with her comment.

Anonymous

I do not like working in an all-black school, yet I find enjoyment in teaching black students. The faculty of the school where I work was integrated for the first time this year (the student body is all black), and the result has been on the line between dismal and funny. Problems between myself and the students have been student-to-teacher, not black-to-white troubles. I was called "Whitey" now and then, but after a while they got bored with it when it was clear that the seriousness of being a student or teacher transcends the color someone happens to be.

Some incidents are unavoidable. If you can clear up racial problems in the classroom, you ought to be able to pat yourself on the back and go home to a good night's sleep. The assignment gets tougher when you must con-

From the Classroom . . .

vince a parent that Johnny got an F because he was not doing the required minimum work, not because he has a black face.

So far my troubles have been with the adults. Bitterness is strong. Teachers have been shifted from jobs that were easier because they were accustomed to them. And adults seem not to be able to curb prejudice to anything warmer than a stiff civility that could crack any second.

The students know how to be subtle. They tell me their philosophy is to stay "sparkling clean and shining black." I have been enjoined to consider in fine mock epic tones, "If I had my choice of color. . . ." The students are alive, proud of their race, and they have a sense of humor about the whole business. Maybe it is a new attitude toward racial inequalities; bigotry seems engrained in people over 35. I don't know, but when adults want to be wicked about it, I listen to my students say, "Cheer up, things can't be so black as they seem!"



Cassandra Hodges Yongue '68 is a member of the Peck Elementary School faculty in Greensboro.

As I enter my second year as an elementary school teacher, there are several observations I could make concerning the relevance of my undergraduate training as opposed to the practicality of this training in the real classroom situation. My teaching experience has been divided between third and fourth grades. My student teaching was done on the fourth grade level, I taught third grade my first year and now am teaching fourth grade. Last year I taught in a predominantly white school in the Charlotte-Mecklenburg School System. At present, I am teaching in a similar situation in the Greensboro Public School System. Though my teaching experience has been as a minority in a majority situation, I have not found my race to be a problem in the classroom. However, I have found race to be a block in faculty inter-personal relationships, depending on the attitude of the specific individual involved. It is worth noting that within the same school, one can feel totally respected by his students and not his co-workers. It is my feeling that for a teacher to operate at optimum capacity, he must feel respected by members of the entire school, both students and faculty.

I feel that the undergraduate courses that I took and the general curriculum that I followed have been adequate to meet the demands of the subjects I have taught. I do feel that my college education would have been more valuable if I had had more child psychology courses, more practical

experiences in the organization of a classroom prior to student teaching, and more comparative study of the different socio-economic groups.

For instance, what practical techniques can be used with children who are attention-seekers; with children who are shy and lack self-confidence; with children who are constantly pressured from home to be competitive and to be the highest achiever; with children who hate school; or with children who are not self-assertive and let their peers constantly take advantage of them? How does a teacher approach such students, find the cause of their problem, and help them to adjust? These questions are posed because I have had such students and have sometimes been at a loss as how to help them to adjust to the classroom environment, to help them to be more readily accepted by their classmates. I definitely feel that a course in child psychology would have been an asset to my undergraduate training, adding greatly to my resources for approaching such situations.

As for the lack of more practical experience in organizing a classroom prior to student teaching, it must be admitted that student teaching was helpful in that it gave some idea of the demands placed upon a teacher and allowed the undergraduate to be re-oriented to the classroom environment after having been absent from such a setting for ten years or more. But prior to student teaching, I think the undergraduate needs some instruction, experience, or time to observe the organizing of a class, the scheduling of time, and the grouping of students. By organizing the class, I mean establishing procedures for ways of doing things, whether it's sharpening pencils or engaging in free-time activities. By scheduling, I mean the experience of working out a weekly or daily program for academic areas and related activities, coordinating activities so the child will have a chance during the school day to work on projects alone or as part of team. By grouping, I mean some ways in which students may be clustered for reading, math, or other subjects so as to bring out their assets and inspire their minds. I have found the grouping of students, the diagnosing of their weaknesses, and the prescribing of instructions to meet their needs one of the most challenging aspects of my responsibilities.

The third major weakness of my undergraduate training was the lack of comparative study between the different socio-economic groups. In order for a teacher to understand her students, she must have some knowledge of their background and be sensitive to their needs. Students are motivated differently, some a great deal and some not at all, depending upon their background. Some students may be in a frame of mind to learn while their classmates may be suffering from an emotional or physical ailment. It is disastrous to assume that *all* children are positively motivated and interested in carrying out follow-up assignments, that all receive positive encouragement from home and have had varied opportunities. In my few months of teaching, I have witnessed already a distinct difference between the goals, ambitions, and abilities of a child who has come from disadvantaged circumstances as opposed to one who has come from a middle-class background. What I am saying is, in order for a teacher to help a student and to be better prepared to diagnose his needs, an in-depth study of comparative socio-economic backgrounds would be beneficial. To some degree such a study would condition a teacher and give ideas for approaching and understanding the child.

In conclusion, I would like to repeat that my undergraduate courses have been adequate for meeting my subject area needs, but I do feel courses in child psychology and socio-economic backgrounds would have been quite helpful in understanding the varying personal needs of my students; more instruction in classroom organization would have been beneficial in organizing my classes and planning schedules. □



Barbara Wells Sarudy '69, who joined the Dudley High School faculty following her graduation in January, returned to Dudley this year.

THANK heaven I was lucky enough to do my student teaching at the same school to which I was assigned in my first professional teaching position. It was home to me, but it was a home I was completely unprepared for. I am an all-white teacher at an all-black high school, Dudley, in Greensboro.

Dudley is the school that was the initial spark in last May's rioting in and around the Dudley and A & T campuses, rioting which resulted in the killing of one A & T student and the wounding of several policemen and guardsmen. The students at Dudley are very aware of and proud of their race. They have had little positive contact with whites. They are tense and ready to react instantly to any injustice, supposed or real, generated by "the system." They are hungry for any information about their cultural background. They are generally suspicious of all white people.

This is the school I entered as a student teacher last November. I was not prepared for what I was to find there. In the general education courses at UNC-G, I had studied the history of our educational system from the Latin grammar schools to the North Carolina Advancement School. I had *not* studied the laws that denied education to black slaves for fear that educating them would lead to unrest. I had learned about the traditional Western scholarship, rational and written, that transmits our culture. I was taught of the concern of our educators to propagate our culture and to strengthen and support our government. I did *not* learn that purveyors of black culture in slave days were the more emotional institutions of religion and music in lieu of a general written tradition. I did not hear of the educated blacks, such as Benjamin Banneker and Frederick Douglass, who were usually determined to change the system. I learned nothing of pre-slavery African universities or of the strong Moslem history of scholarship. I did not learn of early Anglican efforts to establish schools for blacks in New York City (1705) and Charleston or of similar Quaker efforts that failed due to

economics pressures. I did not learn of Daniel A. Payne. Who is he?

In the general education courses, I had learned of the philosophy of education from traditional classical methods to pragmatism to today's confused combinations and permutations. I had not learned a philosophy that would help me to teach a people generally lacking a tradition of classical references and generally confused about their position and future in what they feel is a hostile society. I was referred to several good books in my education bibliography. Some were *Death at an Early Age* by Jonathan Kozol, *Crisis in Black and White* by Charles Silberman, *How to Teach the Unteachable* by Herbert Krohl, and *The Children of the South* by Margaret Anderson. The *Coleman Report* was discussed sketchily in lecture sessions. But I did not learn a philosophy to help me cope with a bright people who want more education but are frustrated by the feeling of "What's the use?" No philosophy helps remove the shadow of the past or the psychological scars of a yesterday of slavery which still touches every black man in some way.

In our education courses much time was devoted to reviewing the status of professional organizations, the length of our skirts, and good advice such as not rocking the boat in the teachers' lounge. We were told that we must strive to be professional, and we spent much time defining professionalism. We also spent much time discussing theories of learning, theories of bargaining, and theories of the future. We spent much time on ourselves.

We spent little time on our students who are absolutely the most essential ingredient in our teaching lives. The importance of being human, of being yourself, and of being involved were not stressed. The popular word "relevant" was used but not meaningfully. The dangerous word "love" was avoided and "impartiality" was usually substituted for it. If one is going to leave UNC-G to teach at a black school, theories are of little use. Practicalities are essential, but how does a white person relate to a black environment? How can I relate to my students?

I am not black and will never know what it is like to be black. The only way I can experience the state of blackness is vicariously. Reading *Black Like Me* by John Howard Griffith should certainly be required for all white teachers headed for a black school. The new teacher must read *Soul on Ice* by Eldridge Cleaver before she crosses the threshold of her greenboard room. She must read *Black Rage* by William Grier and Price Cobbs before she sharpens her first red pencil. She must read *Lookout Whitey, Black Power's Gonna Get Your Mama!* by Julius Lester before she hears her first "Hey, Teach!"

The white teacher must turn on to a new language. She must listen to understand not to criticize. She cannot afford to set herself up as a critical authority and expect to communicate with her students. She cannot say or think, "Everything you say and do is wrong, and I am here to save you, to teach you the right way." Contrary to popular belief, it is not a dialectic world.

She should turn on her radio and listen until she no longer simply hears the words but until she feels the power and the sadness of the music. She must not drive in as the Great White Hope at 5:15 in the morning and drive out at 3:45 not to return until 5:15 the next morning. She must get to know where and how her students live without passing judgment. She must know where they spend their out-of-school time. It is impossible to pass

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white value judgments on her black students.

When she has come to know the literature and the language and the music and the environment, she can begin to teach with empathy, with soul.



Loretta Armstrong '68 returned to Wilson Junior High School in Charlotte this year as a language arts and social studies teacher.

Teaching is an exciting profession because every day is different. It is fascinating to work with students and watch them mature and grow. When I do take time to look back, I wish I had made better use of my time at UNC-G. The University played an enriching role in my life, helping me to attain my longtime goal to become a teacher.



Alice Poe Mitchiner '69 teaches second grade at Jamestown Elementary School.

My years at the University at Greensboro were a conglomeration of fear, tension, pressure, work and pleasure. The University environment was definitely conducive to studying and learning. Because of my history major, reading was an important part of my classroom curriculum. There were always books to read and research papers to complete. I feel that I was adequately equipped by the distinguished professors in this department. The assignments were motivational and worth the effort in all aspects, although I do wish negro history had been offered.

I found the education courses helpful, but I can recall several issues discussed in the classroom which were totally idealistic. Student teaching was the most important part of my college preparations. I did student teaching in a predominantly white junior high school where the environment was natural and without open hostilities. I had little difficulty adjusting to my new environment, possibly due to my experience at UNC-G. My cooperating teacher was a joy to work with, and the students accepted me with extreme ease. I learned that the home environment had a profound effect on the students and their ideas. They usually passed on the ideas expressed by parents and close friends. I did not find a big contrast in attitude (toward me) between the middleclass and the lower class white. Communication was an important factor in promoting a good wholesome classroom atmosphere. I never will forget the last day of student teaching. My students gave me many gifts — and many memories. I remember especially one girl who was originally from Alabama. I had questioned her attitude at first, but the last day of school she cried and gave me a big hug.

Now I have begun my second year of teaching at the same junior high school. The school and the faculty have treated me with respect and kindness. I have gained many friendships with co-workers. There have been discipline problems in the classroom, but most of these could be solved by work and parental cooperation. To my surprise, the parents have been both helpful and cooperative, eager to help when necessary.

How did my undergraduate work and student teaching prepare me for my present work? I must admit that I was fortunate to have an experience in my undergraduate course of study that most students do not have. I attended both a predominantly black and a predominantly white university, and I was able to witness and distinguish the difference between the emphasis in the curricula at these two universities.

At the predominantly black university, most of my instructors and professors placed emphasis on the texts and the specific information contained therein. The textbook became an entity in itself. Little or no emphasis was placed on generalization that would transfer learning.

To the contrary, most of the instructors and professors at the predominantly white university tried to associate and relate the textbook material to those things in the real world. These instructors also seemed to take a more personal interest in each student. This really helped me because it gave me a greater sense of purpose and belonging, and it helped me to set higher goals.

During my student teaching, I was the only "blackie" in my block courses. The emphasis in these methods courses was on individualizing instruction through diagnostic teaching. For actual practice work, I was placed at Curry Elementary School, a division of the University of North Carolina at Greensboro. I recall working with only one black child and one Indian.

The only two instances I recall of any racial significance were:

The day, a boy named David, grabbed me around the neck and hugged me and asked "Teacher, why are you so brown? Did you stay in the sun too long?" "No, David," I said, "I'm brown because of the pigment in my skin. Pigment is what makes the carrot orange, and the tomato red. Do you understand?" He knew that carrots are generally orange, and tomatoes are generally red, but he still repeated his questions.

Another day, a second grade lad either called me "nigger" or made a remark about disliking "niggers."

Right now, I don't recall which. At any rate, I told him that the word he wanted was NEGRO, and I spelled it, pronounced it, and got him to correctly pronounce the word. I was quite calm about it, and I didn't hear him refer to anyone else as "nigger" again. He seemed to be looking only for a loud, uncouth response (which he did not get.)

Have I been accepted or rejected at Jamestown Elementary School? How helpful have the principal, faculty, and staff been?

You never would believe what happened between the hours of 3:30 p.m. and 5:30 p.m., Friday, August 29, 1969! On that date, I went over to Jamestown Elementary School to talk to Mr. Jackson, the principal, and to sign my contract only to be introduced to the other four second-grade teachers. Mr. Jackson asked them to stay a few minutes (two hours as it turned out) while he randomly chose from their rosters the children who would be in my class. Can you believe that on a Friday, that four married ladies, some with children, would stay at school an extra hour and a half to help a new teacher? Well, they did! It was a true display of the big, happy family about which he had previously bragged. These ladies are Mrs. Joyce, Mrs. Bennett, Mrs. Buie and Mrs. Rabban, all of which are at Jamestown Elementary School the school year of 1969-70.

So far, the only cold treatment I have received, at this Guilford County school, has been in the cafeteria. Occasionally members of the cafeteria staff appear to wait a little longer before serving me. Other than this, my co-workers are wonderful people.

Do I get along with the children in my class and their parents? Am I meeting the needs of my class? Do I have discipline problems? To be truthful, I have tried to individualize my teaching, but I haven't done a very good job. One reason for my poor success is that I don't have enough equipment and interest centers. I know pretty much what each child needs and what he is capable of, but I just don't have the materials to work with. It seems to take more time than I anticipated to accumulate aids and to make and get charts.

From the comments I have heard from some of the parents and some of the children's last year teachers, my class likes me and I certainly like them. There seems to be a good teacher-pupil and pupil-teacher rapport.

I've had my share of discipline problems. In Mr. Jackson's random selections, he happened to pick three boys that were in the same room last year. It was requested that they be separated this year. Before my class was formed, they were separately no trouble, but together they can disrupt anything, since they're buddies and work together. One was taken away, now there are two buddies together. They sit several seats apart and seem to have settled down. They're both putting their best foot forward. But for *every* class, there's the one child who talks when it's not his turn. I'm still working on this one, and the class is helping by tapping him when he talks out of turn. He's trying to improve.

So far, I've had full co-operation from the parents because they have faith in me, and they believe I have their child's interest at heart. One additional thing I have in my corner is the full support of my principal, Olin B. Jackson.

And that's the way it is after a month of teaching. Student teaching didn't do such a good job of preparing me to take over all of the groups for each subject area since it emphasized small groups in order to see progress in each particular group. □



Jane Beaver '69 is a history teacher at Dudley High School in Greensboro.

TEACHING United States history at Dudley Senior High School has been a unique experience. Although I did my student teaching at an integrated county high school where the class was under the control of my supervising teacher, I was not prepared to teach at an all-negro school such as Dudley. The fault is my own. I was late applying for a job, and Dudley was what was offered. If I had known last summer that I would be teaching in a negro school, I could have prepared myself by studying black history. (The School of Education had taught us to do this.) I did not have nearly enough background in this field, yet obviously it is an area which would be of special interest to my students. As it is, my students seem to resent the fact that the history of the white man is emphasized throughout their text. To compensate, we use another book, *Eyewitness to Negro History*, as a reference text, but the copies are limited.

After a month on the Dudley faculty, I have many reasons for being glad that things happened as they did. I have no unpleasant experiences to relate. The faculty has been most obliging in helping me to get started in my new role as a teacher, and the students have not shown resentment but have accepted me as their teacher, cooperating fully whether it's doing outside work or helping me to assemble equipment. They are like students anywhere, some good, some bad, some smart, some slow. They are very noisy in class which has been my chief problem. I do enjoy teaching at Dudley because it offers a challenge which I might not find at another school. □



Irene Cooper '68, who taught in a Greensboro elementary school last year, is now working for a Greensboro bank but expects to return to teaching next year.

WHAT sounds good in theory very often backfires in practice. I think this is nowhere more true than in the field of education. We teachers and would-be teachers

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have been frustrated and disappointed because the theories we learned to value in our education classes proved fruitless when we confronted twenty-five or thirty young people in a classroom. Education textbooks, in a rather idealistic way, tell us how to conduct ourselves in the classroom. Unfortunately, our students haven't read these textbooks and do not know what is expected of them. Nor have the textbook authors met *our* students, and therefore, cannot really tell us what to expect of them. The real difficulty, perhaps, lies in the fact that textbook authors and educators tend to generalize too much; our students are individual and special.

All of this probably sounds like an urgent plea to delete education courses from the college curriculum. Not at all. I don't think many teachers would be willing to go into the classroom without the *background* these courses can provide. "Background" is the key word here. From my own experiences and from talking to other young teachers, I've found that we tend to take these courses too literally, not as a background. Our education courses should, however, serve as a guideline in this development; if this point were realized by more new teachers, there would, perhaps, be fewer frustrations during that sometimes traumatic experience that is the first year of teaching.

Nevertheless, it must be said that too many of these courses do not serve even as an adequate guideline to the new teacher. I found this to be particularly true with the "Philosophy of Education" course, which would more appropriately have been entitled "History of the Philosophy of Education." The emphasis here was clearly on the ideologies and issues of the past. Granted, these may form a foundation for today's educational structure and should be discussed, but certainly not to the extent that current trends and issues are ignored. For me, the transfer from college classroom to the teaching field was more difficult because I was not sufficiently familiar with the critical issues affecting our educational system today. For instance, school desegregation, one of the most vital issues of our time, was hardly mentioned in this course. Consequently, when I was placed in an integrated situation my first year, I had quite an adjustment to make. In retrospect, I realize that no college course could have fully prepared me for this situation, but I strongly feel that this philosophy course should have paved the way by alerting me to some of the basic principles. I'm sure that some discussions among my classmates, both black and white, would have given me more insight and confidence.

Nevertheless, I found being a black teacher in a predominantly white school was both a trying and rewarding experience. The situation was rather ticklish for the first few weeks because I discovered that my white students were experiencing some of the same uncertainties and doubts that I was.

Those first few weeks did have a somewhat lighter side, however. One of my white students asked me why I didn't talk like her maid. Another wanted to know why all Negroes aren't the same color.

Besides the parents and students, I had a very old-fashioned, set-in-his-ways principal. We seemed to clash from the beginning, mainly I believe, because of the difference in the color of our skin. It was obvious to me throughout the school year that he had little confidence in my ability. I was constantly called to his office to be

"briefed" on matters so simple that a child would have understood them with no difficulty. He informed me the first week that I would have to go out of my way to have a successful year. I found it extremely difficult to discipline my students because my authority was always undermined by the office. I certainly did not begrudge the principal his attitudes or prejudices! I feel that these are personal matters. I did, however, resent the fact that he allowed his prejudice and attitudes to influence our professional relationship.

By now it probably seems that I have nothing good to say about teaching. This, however, is not altogether true. The experience of attending a large, integrated university was as education in itself. I learned much about life and people that proved valuable in the teaching field. Another asset was the "Methods of Teaching English" course. During this course we were given the opportunity to visit and observe some of the junior and senior high school classes in Greensboro. We were also visited by student teachers and educators who shared their experiences and opinions with us. We had class discussions on discipline, motivation, the aims of education, and a host of other subjects with which a teacher must be concerned. It was the activities of this course that I referred to most often my first year, rather than a textbook.

In my conversations with other new teachers, I find that we all agree that the student teaching experience is, perhaps, the most valuable asset. As a matter of fact, we feel that this period of educational study should be extended. After all, it is this practical, firsthand knowledge that gives us the most insight and comprehension.

Teaching can be rewarding and fulfilling only when the teacher has confidence in himself, a confidence which comes with knowledge. And, the day has passed when he can wait until he is in the actual situation to acquire this knowledge. This does not refer to mere knowledge of subject matter, but a knowledge which encompasses a comprehension of the needs of young people, and how education can and should meet these needs. One of my greatest joys while teaching was being able to help a young person realize and meet some of his needs. It is this joy, this feeling of accomplishment, which leads me to say that, despite inadequate preparation and my experience with a difficult principal and untrusting parents, teaching is very worthwhile. If I had it to do again, I'd still choose it as my life's profession. □

Teachers Tell It the Way It Is

DR. ELISABETH BOWLES '50

*O Wad some Pow'r the giftie gie us
To see oursels as others see us!*

I now understand why we have been denied that gift. Were it granted, most of us would be schizophrenic, for people see things quite differently — judging from a questionnaire which was sent to my Methods students who graduated in 1967 and 1968. It was designed to determine

the strengths and weaknesses of their preparation in English and in education. Although the tabulation is not complete, it is obvious already that there are very few, if any, courses on which there is unanimity of opinion.

In the English department, the courses generally considered most worthwhile were the English and American Literature survey courses. Most of the other courses were highly praised, but there are few to which someone did not object. The professional courses did not fare as well in the survey. Student teaching is the only course in either department rated worthwhile by everyone; in fact, some people gave it double checks. Although there was some sharp disagreement Education 350 (Secondary School Pupil) and Education 481 (Social and Philosophical Aspects) were often criticized. The School of Education faculty has recognized these weaknesses, and the courses are being revised.

Almost without exception, graduates who are teaching indicated that they wished they could have taken a course in the teaching of reading. Other courses often placed in this category were literary criticism, world literature, literature for adolescents, and audio-visual material.

The comments on the questionnaires were so enjoyable, I have listed a few: first, a few on preparation, and then some on teaching.

Comments on Courses

Why not have young or relatively new teachers teach Methods' courses. They are more aware of the problems new teachers will face.

All education professors should be required to return to the classroom every five years for at least six weeks, the reverse of what is required by the state now for teachers who are engaged in teaching. I believe education courses should deal with what goes on in the classroom, not what some one person believes everyone else should believe. Goals are necessary, but a little concrete added to the hot air would improve the foundations on which our future teachers are building.

My 350 course was a wonderful experience. We had many opportunities for discussion.

I'm glad I studied a lot of psychology and I feel the basic courses should be required.

Methods should be a six-hour course because there is so much material to be covered. "Co-ordinating" is the course dreaded by all English majors, but I think it very worthwhile. I would have preferred at least as much emphasis on recurring ideas and great themes in literature as on dates, facts, and terms.

The grammar and composition course should be required but should be a full semester's course and emphasize what will be taught in the schools. Also the co-ordinating course should be required, but only if it is revamped and made more easily comprehensible.

The only thing I remember from psychology is how rats find their way in a maze. How many mice in mazes do I have to assist?

The co-ordinating course simply did not co-ordinate.

Co-ordinating is a wonderful course. I hope this is one requirement that sticks.

Experiences

I am presently teaching twelfth grade academic English and having the time of my life. My duties in the school include the chairmanship of the English department and advisor to the Honor Society.

I quit, gave up teaching, at least I said I'd never go back, but here I am in Washington, D. C. (of all places) waiting for an opening in their school system, one of the worst in the country. Just can't quit crusading.

I teach eighth-grade English, reading, spelling, music, and art. This year I have four classes that meet ninety minutes each. It's perfect for me because I like having as much freedom as possible for doing creative things and talking about things outside their tiny worlds. The only problems I've had have been discipline things but I've managed to work them out without too much discomfort.

I have almost 130 students in low-level classes. You can easily imagine the effects that would have on any teacher. I've already found myself involved with a couple of students. It seems that I'm the one they have all decided to confess to. I've been bombarded with "confidences," but, so far, I have no discipline problems — and that hasn't been easy as I did not get textbooks until today.

I'm attending an institute in junior college librarianship which gives a master's in library science; I was overwhelmed by my teaching experience last year.

Teaching is fun and I love it. I learned more in my first year of teaching than I learned in all my college years.

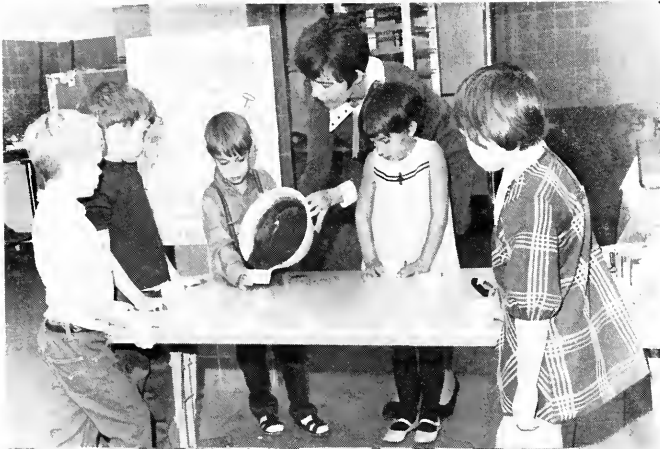
I discovered that my slow students have difficulty reading and are confused by too many rules. They've had too many teachers who apparently threw the material at them and didn't respond to their lack of understanding. Enough of them have said they hoped this year would be different to make me want to really try with them.

One "How to" paragraph was about winning a Miss America pageant, written by a boy who wears pink undershirts! I'm referring him to the guidance office.

One of my students is seventeen and cannot read on a third-grade level. Before I tested him, I asked if he understood his textbooks on the newspaper, and he declared that he did. I guess he just didn't want me to know.

I grow more fond of my students daily . . . I hope I am always as optimistic as I am now. There are things I do not like. . . . I cannot agree with the statement I've heard three times already, "You cannot treat these kids like humans; you must treat them like animals." I dislike the teachers' lounge too. I like my students and teaching.

Educational Change . .



Top:

Kindergarten Innovation: Harriet Wade Bowles '53 turns pudding-making into a lesson in mathematics as she helps (left to right): David Wilkins, Bill Wellman, Alec Pratto, Angela Adkins and Alyssa Proffitt. The kindergarten, which Dr. Eugenia Hunter established in 1935, was the first attached to a laboratory school to be established in the state. This year for the first time an expanded kindergarten program is being offered in the space where the cafeteria was located.

Center:

Team Teaching: Gay Grant Manchester '54 (ME), left, and Elsie Jacobs, center, discuss lesson plans with Emma Rush, a teacher aide.

Bottom:

Non-Graded: Paula Holmes Gentry '68 conducts a lively class in music for ten, eleven and twelve-year-old students.

New Ways Sought For Better Teaching

Curry School had its beginning in 1893 in a few rooms of Guilford Hall (first called Midway, named for a section of the Chicago World's Fair). In 1902 the "practice and observation school" moved into its own building between Spencer Hall and the present Home Economics Building. While the present building was being erected around the Alumnae Tea Room, the old Curry burned. Through the years so many students have done their "practice teaching" at Curry, the following article by the new director of the laboratory school will be of especial interest.

Dr. Bryce Perkins

CURRY School, formerly a Kindergarten through 12th grade institution, has been reorganized and now provides a kindergarten and elementary school education for children ages five through twelve. The school always has had a reputation for the excellence of its educational program. The results of continued effort in this direction are manifest in the large number of applicants on the waiting list for admission and the many requests for visits by other educators. In addition to providing superior education for the children who attend, a university-sponsored laboratory school continually must bring into focus the unique services which it can offer.

The school is attempting to serve education in North Carolina by assuming leadership in testing innovations in organizational practices and in various curriculum areas. One laboratory school teacher is assigned on a half-time basis to monitor research activities. Much success has been achieved in the implementation of a philosophy of continuous progress through a non-graded team teaching organization. The heads, or their representatives, of the departments of art, music, physical education and drama have been brought together to discuss similarities of goals. Out of their several meetings a unified arts program has developed which is being carefully researched to discover whether there are more opportunities for learning reinforcement than provided in a more conventional segmented program. The teaching staff has been excited by the responses of the children and the opportunity to build a new and better curriculum.

A second function has been to provide education majors with opportunities to work with children in individual and small group situations prior to actual student teaching experience. It is important for students to relate theory learned in education courses to actual practice and for college instructors to maintain close contact with teachers, children and instructional techniques.

Students are able to observe children in a variety of learning experiences under the guidance of master teachers. Demonstration lessons taught by these teachers can be subjected to critical analysis by the students along with the teachers and college instructors. Many students in art, music, drama and physical education, as well as in early childhood and elementary education are able to receive a portion or all of their practice teaching experience in the school.

THE laboratory school has a commitment to provide leadership to teachers in the region. A longterm goal is to serve as a curriculum and clinical resource center for nearby school systems. Much effort and money will be required to bring this about. In the meantime, the school has invited large numbers of teachers and school officials from Greensboro and surrounding areas for special lectures and demonstrations of new teaching methods and techniques. The laboratory school staff have been generous with their time in serving as guest lecturers and consultants to professional organizations and school systems throughout North Carolina.

Because of increasing enrollment in the school of education, space is at a premium. Attempts have been made to use the space available to the laboratory school in new and interesting ways which might be copied by public schools. With a minimum of capital outlay, the gymnasium has been converted into a unified arts center. The proximity of teaching spaces and teaching personnel in art, music, physical education (dance) and drama has contributed greatly to the program. The kindergarten is now housed in what was formerly the school cafeteria. The ingenious use to which this space has been put has served as a model for eight kindergarten demonstration centers being set up by the North Carolina State Department of Education and the Learning Institute of North Carolina.

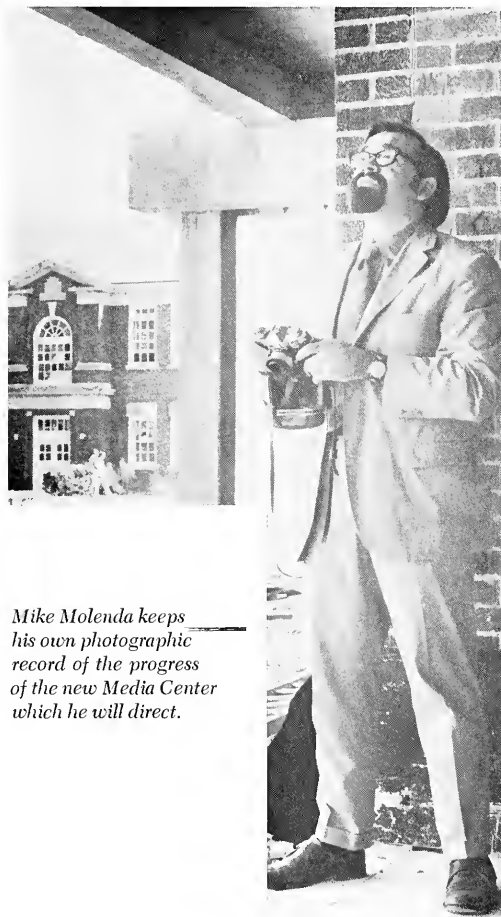
The laboratory school as part of the university must do its share in the search for truth. Whether it can adequately meet the needs of all those with whom it is associated is difficult to answer. However, the school is committed to exploring educational innovations, serving as a research screen for the profession and making a contribution to teacher education.

Throughout the United States many friends of teacher education are viewing with alarm the increasing number of laboratory schools which are closing their doors. The reasons given are many and varied but usually relate to financing or the relevancy of their services to the needs of public school education.

What has happened at UNC-G is encouraging. We believe that the program in the laboratory school has relevance to the needs of teacher education and therefore should prevent its demise for a long time to come. □

New Media Center Widens Opportunities for Learning by Ear and Eye

Michael Molenda



Mike Molenda keeps his own photographic record of the progress of the new Media Center which he will direct.

EDUCATORS are becoming aware increasingly of the technology gap between school and home. The breakthroughs in print and electronic technologies which have reshaped the information environment of the home have not made a noticeable impact on the information environment of the school.

AT HOME: the daily illustrated newspaper brimful of the day's events (bad news) and blaring advertisements (good news), stacks of slick magazines, paperbacks, racks of stereo records, the ubiquitous murmur of the radio (maybe FM too), movies and television . . . especially television—a bombardment of flickering phantasmagoria enticing all the senses.

IN SCHOOL: a large dim box with a few stretches of graying chalkboard and a harried teacher (often equally graying) who struggles to relieve the room's drabness with a bulletin board (*Christmas Vacation Next Week*; time to take down the pilgrims), a bookshelf of dog-eared library books and a few paperbacks . . . when the budget permits.

To bring the schools into participation in the information revolution is a major goal of the School of Education's new Center for Instructional Media, now under construction behind the school gymnasium. The "how's that again?" name of instructional media is a new term and represents a new focus in the field of education. It encompasses all means of communication between teacher and learner, particularly books, and other printed matter, audiovisual devices, and electronic media (television and computers). It aims to achieve the optimum "media mix" of materials and techniques to reach each individual learner. In short, it follows Thomas Edison's injunction: "There's a better way. Find it."

The perspective of the "instructional media specialist" incorporates the previously separate fields of school librarianship and audiovisual education plus a new dimension: guidelines based on scientific theories of learning and communication. There are some practical reasons for the merger of these two groups. Audiovisual specialists have been interested in bringing the latest communication devices to the aid of teachers; while librarians have been most aware that the success of the hardware depends on the quality of the "software" (films, slides, records, TV programs) which is consumed. The hardware cannot instruct without the proper software; materials cannot be transmitted to the learner except through some medium. The elements are interdependent; so are the librarian and audiovisualist roles.

But concern goes beyond the mere "stuff" of instruction. The whole complicated web of teaching methods, administrative organization, class groupings, and curriculum planning interacts to determine how effectively instruc-

"There is a world of difference between the modern home environment of integrated electric information and the classroom. Today's television child . . . is bewildered when he enters the nineteenth-century environment that still characterizes the educational establishment where information is scarce but ordered and structured by fragmented, classified patterns, subjects, and schedules."

—MARSHALL McLuhan, *The Medium is the Message*

tional media will be used in the classroom. So it is the very *process* of learning and the *process* of communication and the *process* of change which must be understood by the media man. The University at Greensboro is one of the first institutions in the nation to gather these perspectives into a fully integrated instructional media program.

In February, 1970, the doors will open on the new Education Annex, the major portion of which will be the Center for Instructional Media. The one-story plant will contain necessary physical facilities to implement the ideas described above.

As a center for the study and demonstration of innovative teaching methods and materials, the design of the building itself is innovative. Windowless and air-conditioned, all rooms focus inward toward a materials center which occupies eight thousand square feet in the middle of the structure. On permanent display will be a collection of instructional materials: textbooks and leisure-reading books for elementary and secondary school children, paperbacks, workbooks, programmed texts, slide sets, filmstrips, phonograph records, audio tapes, manipulative kits, gloves, models, educational games, a box turtle and a live gerbil or two.

Adjoining the materials center are electrically-equipped study booths and conference rooms where individuals or small groups can preview and evaluate audiovisual materials selected from the collection. Projectors, recorders, and other necessary hardware will be stored and repaired nearby.

Besides being accessible, materials must also be relevant — up-to-date, aimed at a specific audience, and presented in their language. Even the best of the commercially produced materials are likely to flunk one of these tests. When this is the case, an instructor may produce supplementary materials himself. In the Center's visual production laboratory the equipment and technical assistance will be available for making graphics, slides, mounted pictures, photocopies, and transparencies as well as a darkroom for photographic work.

A television production area occupies another large section of the building. A TV studio and control room will allow presentations to be transmitted via cable to observation rooms scattered throughout the Education buildings; programs also can be recorded on video tape for storage and playback. One primary function of the television system will be to record the teaching performance of student teachers for their own later self-analysis. The system may later be expanded to enable the observation of "live" schoolroom activity cabled in from selected classrooms in the Greensboro city school system. The studio

will also be a laboratory for students studying television and still and motion photography. An adjacent audio recording studio will provide for specialized sound recording needs.

The dean and administrative staff of the School of Education will be housed in a complex of offices along the west side of the building. Other offices, conference rooms, and two classrooms complete the layout of the building. Throughout the center the emphasis is on openness and flexibility. There are no hallways. Access from one area to another is through the spacious materials center. Some of the interior walls can be opened or closed on tracks; others can be dismantled and moved as needed. Being windowless and air-conditioned, any space becomes an "audiovisual room" merely by dimming the lights. An electrical outlet is sure to be close at hand!

The activities of the Center for Instructional Media as an organization will revolve around two major functions: academic and service. First, in its academic program, the Center will offer graduate level courses leading to the master's degree and/or state certification in one of the instructional media specializations (e.g., school librarian, teacher-librarian, audiovisual director). Second, the staff of the Center will cooperate with the teacher training faculty to provide media training for undergraduates preparing for careers in teaching. In addition, the Center will conduct special workshops and institutes for paraprofessionals, in-service teachers, and the faculty of the University and other institutions.

As part of its service function, the Center will collect and maintain a stock of audiovisual equipment which will be easily accessible for all teaching activities of the School of Education. Also, the production facilities described above will be open to the Education faculty at large. Technical assistants will work with them in preparing audio or visual materials for their classroom use — video tape presentations, slide-tape lectures, transparencies for overhead projection, and the like.

Items from the materials collection may be taken into the classroom to illustrate new teaching techniques. Or teacher trainees may browse through the collection to find useful materials for their own practice teaching. In fact, the Center can develop into a major exhibition center for all types of instructional media, attracting in-service teachers and administrators from the city of Greensboro and the whole Piedmont area. Several types of inter-institutional cooperation are now being arranged.

It is envisioned that additional facilities and services will be added to the Center in the future as the School of Education expands its role in disseminating educational innovations to the University and to the educational community beyond.

Alumna Recalls "One-Room School"

Kate Fleming Brummitt

Class of 1907

IN the middle of a hot Saturday afternoon in September, 1907, Lee Fuller's dray rattled up to our house and took my trunk to the station where I boarded the train for Hester, thirteen miles away. I was going off to teach. There was no way to go but by train. Automobiles were so scarce in Oxford that we still ran to the window to see one pass. As to the trunk: I'd go home very seldom. I could get there all right Saturdays, but in order to be back in time for school Monday mornings, I would have to take a train from Oxford about mid-day Sunday.



I was glad to be going. Early in the summer I had applied for work at every school on a railroad in Granville County. It was August when J. C. Pittard, Chairman of the School Committee at Hester, phoned me that I had been elected to teach during the coming six-months term at \$40 a month. Board could be had for nine dollars a month, and I could get a good washerwoman for twenty-five cents a week. He'd let me know later where I would board.

I accepted on the spot. I was lucky, I thought, to "get a school." There were few openings for girls in our town. About four girls were stenographers, one clerked in a dry goods store, and one operated the telephone exchange. The nursing profession was still looked upon askance by older people. Now that I was going to work I took down my plait, practiced doing my hair up on top of my head

in an "eight" and lengthened my skirts until they almost touched the floor. I was on my way. Or was I?

Late in August Mr. Pittard telephoned to tell me that I'd board with the Joe Bullocks and their little six-year-old James would walk with me the mile and a half through the pines and up the railroad track to school. That was agreeable with me. I had walked about that far from home to Oxford College during my two years there. When Mama heard the plan she went straight up in the air.

"No child of mine is going to walk through any woods with just a six-year-old boy for protection," she told me. I argued all I dared, but in the end I had to write Mr. Pittard that unless some other boarding plan was made, I couldn't accept the place. "If they want you bad enough," Mama said, "they'll make some way to get you." They did.

Mrs. Sam Alex Fleming, wife of one of the committee, lived not too far from the school, and she agreed to take me for one month on trial. It was not her turn to "take the teacher" (which I learned was considered quite a chore), but she had children and wanted a school. When I met the Fleming family, thirteen in number, that first Saturday afternoon, I wondered how one girl could make much more work in a set-up like that. I was to care for my own room and pick up my chips and fat lightwood splinters at the woodpile. As for the extra cooking, I'd been trained to hold down on food. Mama often said that more than three biscuits would spoil any lady's complexion.

ON Monday morning, September 9, four of the Fleming children escorted me to the one-room yellow building down the hill from the Pittard's house. At 8:15 I stood on the porch and rang the bell. Girls and boys, big and little, came trooping in. Already they had left their hats, caps, sunbonnets, lunch baskets and buckets in the cloak closet.

The school room was big with a lot of bare windows. The desks, both pupil's and teacher's were homemade, as were the recitation benches and blackboard. A dozen or two library books and a handful of "gospel hymns" were on a shelf. Those, a box of chalk, some erasers, and a big wood-burning stove comprised the total equipment of the room. In the cloakroom were an ax, two water buckets, two dippers, and some brooms made from straw wrung down in the field. A committeeman would send us a "carrvall" full of wood when it was needed, and the boys would cut

ays of Teaching

etches by Elizabeth Jerome Holder



it and make the fires. Big girls and the teacher always swept the room at afternoon recess (we taught until four o'clock).

There was no water on the place, neither spring nor well. Every day at lunchtime and before morning and afternoon recess, two boys (chosen as a special privilege) would visit Mr. Pittard's well. On returning they'd pass up and down between the rows of desks, and every child would drink what he wanted, then plunge dipper and leavings back into the bucket. That practice soon gave place to a water cooler with spigot and individual drinking cups. A washpan, soap, and towels made their appearance among us, too.

We had no toilets, but there was always the friendly protection of a clump of blackberry bushes or a mass of little sassfras trees. The children accepted the situation as a matter of course and would speak to me with dignity of "going to the bushes."

Parents expected every child to "say" as many as four lessons a day. If that were done, there was no objection to the first two grades playing out much of the time in good weather. All above the third grade had at least six studies, not to mention the copies I set on slates and tablets. Text books were scarce. Some could be bought in an Oxford drug store, but most were borrowed, secondhand, or passed down in the family. Our schoolroom was a cooperative place. Big folks helped little ones; the fast helped the slow; and some with just a little guidance could manage much of their work alone. We were a happy, healthy, busy group.

I knew no "methods". Oxford College had no teacher training course. I was armed with a first-grade Teacher's Certificate and an understanding of the hearts of children. I lined pupils up, gave out spelling words, map questions, capitals of the states, arithmetic tables, and assigned examples to be worked. My little beginners got a mixture of A B C's, sight reading, and phonics. The amazing thing was they learned.

One of my pals went to the State Normal and took teacher training. She told me that Miss Anna Meade Michaux, her critic teacher, had all pupils hand in every afternoon a plan for the next day's work, based on the "Five Formal Steps". I did not know one formal step, much less five.

There was no way to guess what might happen in my schoolroom at any time. Gladys, aged six, wearing her Sunday shoes, waded in a mudhole and was afraid to go home till I dried her out; Bill and Jim, aged nine and eleven, came to school with flushed cheeks and bleary eyes — drunk — from bootleg whiskey they'd found after their father's corn shucking; one little boy came rushing in complaining that a playmate had "cussed my mama" (time for a mouth-washing with soap and water). Truly, there was never a dull moment.

After two years at my little school, I realized I must work more than six months in the year, and without training I'd never qualify for a longer term. When Uncle Ben offered to give me a year at the Normal, and the College offered me and all other would-be teachers in North Carolina free tuition if we'd promise to teach two years in the state, I accepted both offers, went, and learned the Five Formal Steps from Mr. J. A. Matheson and Miss Ione Dunn.



Even now, however, after more than 50 years, I can see my first beginners sitting on the backless benches, swinging their small bare feet, or trudging down the long country road to school, bringing me a tight little bunch of marigolds and zinnias, or a baked sweet potato.

Mrs. Holder, a member of the Alumni Editorial board and Acting Director of the W. C. Jackson Library, drew the illustrations for Mrs. Brummitt's article.



Mrs. Jean Eason (shown with client), wife of the head of the Psychology Department and mother of two school-age children, is director of the Center for Continuing Education for Women. She received both undergraduate and graduate degrees from the University of Missouri.

"It appears that (modern American women) is often unsure of what to do with her freedoms, distracted and intimidated by her many opportunities, fearful and fretful, bored, and discontented when she limits herself to safe traditional ways. In brief, she is afraid to be all the things she can be, and dissatisfied to be only some of them. . . .

"My thesis is that in the long run (simple answers) tend to be maladaptive and disappointing. . . . Under the conditions of modern life, the only choice that will lastingly satisfy a growing number of middle-class women is the conscious effort to play many roles and perform many functions harmoniously, the mature decision in favor of the complicated life and full development."

—MORTON HUNT in *Her Infinite Variety*

University Sponsors Education Center for Women

JEAN EASON

AFTER a year of exploration and development, the emerging theme of the Center for Continuing Education for Women stresses variety and complexity of life style. Women today, particularly educated women, lead complicated lives and frequently are challenged to seek even greater complexity. Women can handle their multiple roles and fulfill their total potential in a variety of ways. Finding the right balance for herself is the goal sought by most of the women who request assistance from this new University Extension Division Center.

The Center for Continuing Education for Women was established on the Greensboro campus in July, 1968, with the help of a federal grant under Title I of the Higher Education Act of 1965. Offices were located in a renovated house at 1209 West Market Street; staff consists of a director-counselor and a secretary. A second grant was received by the Extension Division this past summer, permitting the Center to continue operation at least until July of 1970.

Continuing education for women has been of growing concern nationwide during the past decade, resulting in

special programs and projects for mature women in educational institutions from coast to coast. Interest in such programs in North Carolina has been building for many years, and many diverse efforts led to the establishment of the Greensboro Center. Over one thousand University alumnae responded in the spring of 1968 to a questionnaire seeking information about their educational attainments and use, and needs for further education and assistance. These responses provided the initial guidelines for planning the program of the new Center. Since the opening of the counseling service in September, 1968, the experiences and needs and concerns of the women who have sought the service have helped shape and define the project.

Who comes to the Center, and what kind of help does she want? An analysis of the 130 clients during the first year shows that they averaged 40 years of age, but the range was from 21 to 58. Most were married and had several children, but six per cent were single and another twelve per cent widowed or divorced. A third were employed outside the home, and nearly three-fourths of the women

were engaged in some kind of volunteer activity. Over half of the reported family incomes were above \$15,000, although several reported less than \$5,000. Most of the clients were from Greensboro but many came from other communities within a fifty-mile radius of the campus. The majority were not alumnae.

Almost all of the women who came to the Center were open to the possibilities of continuing their education if this seemed relevant to greater satisfaction, although many have not yet taken this step. Educational levels ranged from high school dropouts to graduate degrees; the largest group consisted of those who had started but not completed a college education. Interest was by far greatest in using education for productive employment; very few of the women seen during the first year were enthusiastic about volunteer activities or about education for personal enrichment only. A followup this fall reveals that about half of the first-year clients are continuing their education or using it in a new manner. The others may be in the process of decision-making or have been diverted by barriers of one sort or another.

* * *

"A woman's goal, like that of men, is to develop a life style that uses her energies and capabilities in such a way that she functions in her various roles efficiently and productively, with sufficient integration among these roles to give her at least some personal satisfaction in each."

—LOTTE BAILYN in *The Woman in America*

Visits to the Center by clients ranged from one only, usually in search of specific information and referral, to as many as fifteen, which often included participation in group activities. Individual counseling, sometimes utilizing tests or leading to exploratory projects by the women themselves, was valuable to many. As the counselor saw similar questions emerging, group projects were designed to meet some of these needs. The first of these was a

Study Skills Clinic, a review course in study techniques for women who are resuming formal education. In small groups the women discuss their fears and experiences as returning students and such communication proves highly reassuring. Efforts are made to reach all mature women who enter the University with information about the Center and its services, which are available to them as well as to non-students within the community.

During the spring months, a seminar entitled "The Mature Woman: Self Discovery and Wider Horizons" was developed. This group counseling experience is designed for women seeking an answer to the general question of "What to be?" during their next decades or in addition to their current roles. In twelve weeks of intensive discussion, of self-evaluation and of exploring options open for development, the participating women define for themselves their needs and goals and plans for self-fulfillment. This seminar has proven so popular, it is being repeated four times this fall. One group is meeting in Eden under the sponsorship of Rockingham Community College and represents a further extension of the services of the University Center.

The seminar discussions and individual counseling are supplemented by information available through the Center. These include occupational pamphlet files, knowledge of local occupational and volunteer opportunities, and a growing lending library of books and pamphlets dealing with women generally and specifically. (The library is being acquired with funds contributed by an alumna, Margaret McConnell Holt '30). Books are available for use by any client, and the shelves frequently are half-depleted.

Stimulation of interest in the Center and its goals has resulted from public showing of an NET film, "Modern Woman — The Uneasy Life." This one-hour documentary challenges the thinking and leads to considerable discussion in groups where it is being shown by the Center director. We hope that this provocation will lead to fruitful action by the participants both personally and in their organizations.

Other workshops and series have been proposed and

Dr. Lois Edinger, left foreground, provides facts about careers in education during a non-credit course offered by the Center this fall. Participants are, left to right: Charlotte Mullins, Jody Minns, both current graduate students, Sara Anne Trott Parham '65x, Luna Hudspeth Riley '33, Jane Healy, current undergraduate, and Anne Forrest Talbert, '64.



are being developed. A workshop on grooming for mature women resuming employment was offered in the spring. A series of discussions, entitled "Exploring Careers in Education," is being offered as a non-credit extension course this fall and will acquaint potential school professionals with the many roles they might prepare for. Shorter workshops and seminars on other careers (including social work, the health professions, college teaching, and business management) are being planned. Publications summarizing such presentations will appear in the future from the Center.

A continuing contact for clients and other women with the Center and with each other has been in monthly "Conversations at the Center." These loosely-structured discussions, held the first Friday of each month, focus on topics of interest to the participants. Such meetings have been requested by the women themselves, who have found the support and communication with others of considerable value to them. It seems likely that from these "conversations," other projects and services of the Center will develop.

Since the Center in Greensboro has been until recently the only such service in the state, we have had numerous inquiries and requests for assistance throughout North Carolina. We have attempted to respond to these, but personal counseling is not readily adaptable to long-distance telephone or mail. It is hoped that in the future the Women's Center can serve as a resource agent and catalyst for developing services and programs for women in other communities as our programs this fall already reach into the Rockingham County and Winston-Salem areas. A conference is tentatively planned this winter to acquaint other institutions and organizations in the state with the project, and to discuss the possibilities of an outreach to more women throughout North Carolina.

* * *

"We need to take time to think about what it is that we are most able and most happy to do, and to think how we in our choice can contribute to building a stronger social fabric. We must look both inward to our own resources, which education can help us discover, and outward to the fuller social uses of our individual gifts. Thus far, we have done a very poor job of helping women look in either of these two directions."

—GLADYS HARBESON in *Choice and Challenge for the American Woman*

It is certainly true that North Carolina needs its educated women, perhaps to an even greater extent than many other parts of the country. Our experiences this year have shown that women are seeking educational and employment opportunities in greater and greater numbers. They do respond to the community needs which their talents might help meet, but they need help in resolving the conflicts presented by multiple responsibilities and expectations, and in re-entering an environment from which they have been relatively isolated. Lack of information and lack of confidence, as well as the complexity of multiple roles to be balanced, too often deter capable women from full utilization of their potential.

It may be true that some of these same problems deter men from full self-development. Continuing education as

a lifetime activity is becoming a new dimension in the development of mature and fulfilled adults. The Center has received occasional requests for help from men, and a broader Continuing Education Guidance Center to provide such counseling services to all adults has been proposed. If funds are forthcoming for such a project, it will be developed on the base already established in the Center for Continuing Education for Women. Future programs will continue to emphasize the unique needs and concerns of women, but the service will also assist men who wish to explore second career possibilities, upgrade professional skills or utilize educational opportunities for enrichment and broader self-fulfillment.

A university setting is appropriate for some continuing education and provides an avenue of growth for many adults. A survey of the enrollment on the Greensboro campus in the fall of 1968 yielded an interesting picture. Within the undergraduate student body of 4,600 were 125 women over the age of 28, women pursuing education on a part or full-time basis, some seeking a degree and others seeking less encompassing learning experiences. Over twenty-nine per cent of the graduate student body were women over the age of 28; many of the 375 women were teachers pursuing continued education in conjunction with their careers, but many others were women seeking a variety of educational goals. The majority of these graduate students were degree candidates.

Continuing education need not be limited to the University. Although a great many of the Center's clients do seek admission to the University in one manner or another, some needs may better be met by another institution. Community colleges, private schools, other state institutions, volunteer organizations, and employers often provide attractive learning opportunities. On a most informal basis, an adult can develop his own program of continuing education through a library, a concert or lecture series, etc. The Center attempts to keep in touch with such possibilities and help each individual find that opportunity which best meets her needs and interests and goals. There is always an underlying philosophy present, we suspect, that some kind of continuing education experience in the broadest sense is valid for anyone.

Self-fulfillment is not a static goal, to be achieved once and for always. It is rather a state of continual growth and development as the demands of different times and situations bring opportunities for different ways of responding. For women, such stages are often abrupt and disturbing. Continuing education and any assistance which can be provided in utilizing it are crucial to continuing development of potential.

Such educational experiences may relate to preparation for a second career which may be a professional one, a supplement to the first and major one, or a volunteer responsibility with full and serious commitment. Or they may relate to a more general need for broader knowledge and a richer life. In any case, the new University program builds upon the premise offered by John Gardner.

"What we must reach for is a conception of perpetual self-discovery, perpetual reshaping to realize one's goals, to realize one's best self, to be the person one could be."
"What we must reach for is a conception of perpetual self-discovery, perpetual reshaping to realize one's goals, to realize one's best self, to be the person one could be."

—JOHN GARDNER in *The Servant of All Our Purposes*

news notes

Vanguard

Next reunion in 1970


'00 Emma Lewis Speight Morris' granddaughter, Nanci Morris, married Richard Thomas Barksdale on June 7.

'05 Ethel Harris Kirby's summer trip to Baltimore was a happy experience for two reasons: she had a pleasant visit with her sister and a niece and she found out that her "worsening" eyesight was due simply to maladjusted glasses.

'12 Lucy Landon Lindsay's son, Landon, was awarded a master of theology degree by Union Theological Seminary in May.


NEW ADDRESS

Lucy Hamilton Little, 621 W. 8th St., Newton.

 '14 Annie Bostian, retired school-teacher and principal, has been recognized for giving more than 10,000 hours of free service to patients at the Salisbury Veteran Hospital, more than any other individual has given to the facility. A past Woman of the Year award winner, "Miss Annie" received a certificate and a silver bowl at an annual volunteer services banquet at the Salisbury Country Club.

'19

Next reunion in 1970

 Belle Mitchell Brown and her husband, the Rev. R. L. Brown, first couple to marry after graduation, celebrated their golden wedding anniversary at their home in College Station, Tex., this summer. Since Belle attended her husband's 50th reunion at Wake Forest in February, 1965, he reciprocated by joining her for reunion activities on the Greensboro campus May 30-June 1. The Rev. Brown has served as pastor of First Baptist Church in College Station since 1920.

'20

Next reunion in 1970

Mabel Boysworth Moore, '20 represented the University on October 11, 1969, at the inauguration of President Benjamin Luther Perry, Jr., of Florida Agricultural and Mechanical University, Tallahassee, Fla.

'23

Next reunion in 1973

Ida Belle Moore was honored by the Grimsley PTA at a luncheon in recognition of her retirement as a mathematics teacher. She received an engraved silver tray from the association.

'24

Next reunion in 1974


Martha Hamilton Morgan of Charleston, S. C., who teaches European history in the winter at Ashley Hall, conducted a group of students on a European tour this summer, following a custom of many years.

NEW ADDRESS

Catherine Hollister Morrison, Quail Ridge Apts., Apt. 127, 1401 Millbrook Rd., Raleigh.

'27

Next reunion in 1971

 When Miss Nannie Burt retired in June from the faculty of William R. Davie school in Roanoke Rapids, she had recorded 42 years in the classroom, and many in the education field recognized her contributions and influence over half a century. The principal of Davie School noted her adjustment to changes in public education from the days when Miss Nannie served as principal and teacher of the 4th, 5th and 6th grades (in one room) to the modern efficiency of today's schools. Her sister also taught at Davie School, and the two are wellknown as "the Burt Girls." Their hos-

pitality and good cooking are greatly admired throughout the county.

Elizabeth Scarborough Talbert helped her retired husband, Sam, realize a long-held ambition last spring when she accompanied him on a visit to Bordeaux, France, where his great-great-great grandfather lived before coming to America 205 years ago. Sam's ancestor settled on the banks of the Savannah River in South Carolina with other Huguenots from Bordeaux in 1765. The Talberts visited the mayor's office in Bordeaux where they received a silver medal souvenir of Bordeaux and a handsome book about the city edited by the mayor himself. They also traveled in Italy, Switzerland, Germany, Holland and England.

Juanita Stott is so busy since retiring, she writes, "I don't see how I ever worked eight hours a day in an office." She took a seven-week tour in the spring visiting friends at almost every stop around the globe. She spent four days in a Chinese home in Taipei and attended a fabulous wedding and dinner (12 courses) for 1,000 guests. (The band played "Let Me Call You Sweetheart" during the ceremony.) She also visited friends in Beirut, Lebanon, and Amman and saw many alumni of NCSCU, Meredith and N. C. Wesleyan.

'28

Next reunion in 1971


Olive Brown was elected president of the Durham Altrusa Club recently. . . . Virginia Butler of 200 Sunset Dr., Greensboro, is a secretary at the Taylor Clinic. . . . After 40 years of teaching in the public school system, Nellie McGirt was pleased to retire to the pleasures of "gardening, sewing, and housework." . . . Mildred Osborne Rothrock (x) retired after four decades of teaching and is living at Rt. 9, Winston-Salem.

NEW ADDRESS

Margaret Lambe Nichols, Apt. 25, 1100 Leon St., Durham.

'29

Next reunion in 1971

 Irene Bolick, chairman of the biology department at Coker College, Hartsville, S. C., has been appointed to the endowed Vivien Gay and J. L. Coker, Jr., professorship at the college. Dr. Bolick came to Coker from Florida State Univ. in 1965 where she served 29 years. Previously she was a member of the Alabama College faculty for a year.

Mozelle Causey, a teacher at Grimsley High School, was elected president of the Nat Greene Chapter of the American Business Women's Assn. in Greensboro. . . . Marie Rich Rowe (x) is president of the N. C. Federation of Republican Women.

NEW ADDRESSES

Mary Lemmond Crenshaw, 386S S. Atlanta Pl., Tulsa, Okla.; Virginia L. Ward, Rt. 1, Box 626A, Wilmington.

'30

Next reunion in 1971

Mildred Stratford King's husband, J. A., Sr., was elected president of the National Scale Mens Assn.

NEW ADDRESSES

Charlotte Chaffin Price, 27 Hawthorne Ave., Troy, N. Y.; Lois Ferguson Fulton, Rt. 6, Box 947, Franklin.

'31

Next reunion in 1970

NEW ADDRESSES

Mary Ratledge Hunt, Manzanita-A.S.U., Tempe, Arizona; Henrietta Wallace, 3010 Crosby Rd., Apt. 120, Charlotte.

'32

Next reunion in 1970

Janie Brame Roberson's daughter, Foy Jane, married Kenneth Wayne Cooley, May 24. . . . Mary P. Gamble of the Nat Greene Chapter was honored by the American Business Women's Assn. for her work in ABWA scholarships. . . . Louise McKinney Lear "retired" as regional reference librarian at Northwestern Region Library in August. Louise and her husband, Merritt, a professor at Surry Community College, spent three weeks vacationing in Hawaii this summer.

The late Rachel Snipes Venette, who died in March, 1968, left a bequest for \$14,600 to the University to establish the "Mrs. John A. Kellenberger Scholarship in Home Economics." The bequest was in recognition of Mrs. Kellenberger's assistance in helping Rachel to graduate from the University. Mrs. Kellenberger received an honorary degree from the University in 1966 in recognition of her work in behalf of historic preservation.

Reba Mitchell, director of Samar cand, is a member of the executive committee for a campaign for \$60,000 to enlarge the chapel of the Samar cand Manor School for Girls.

'33

Next reunion in 1970

In June, Evelyn Kelly Stevens, public relations manager and assistant secretary of the Silver Spring Citizens' Building and Loan Assn., was installed as president of the Silver Spring, Md., Business and Professional Women's Club. . . . After 35 years in Richmond, Elizabeth Lowdermilk Atkins and her husband, who is retiring, are "going home" to Mt. Gilead to be near their daughter, Betty Atkins Bland '62, her mother, Bettie Ingram Lowdermilk '11, and her sister, Louise Lowdermilk Kink '31c.

Mary Parrish Cummings has moved to Raleigh (812 Rosemont Ave.) where her

husband, Ralph, has been appointed Administrative Dean for Research at NCSU. For the past five years Mary has lived in New York with many trips abroad with Ralph in his work for the Rockefeller Foundation. . . . Iris Welborn Butler's son, James Butler, Jr., married Patricia Muszynski on June 14. Both bride and bridegroom received law degrees in June.

Margaret Elizabeth Watson helped to host the National Extension Homemakers Council in Blacksburg, Va., in August (she attended the NEHC meeting in San Juan, Puerto Rico, the previous year). Photography is a major interest which she developed in Japan where she taught during the '50's. She's a member of the Camera Club of Richmond, and her hobby has been valuable in her extension work in Henrico and Hanover counties.

NEW ADDRESS

Naomi Daniels Fowler, 4659 Bramley Ave., Suitland, Md.

'34

Next reunion in 1970

Adelaide Fortune Holderness of Greensboro has been named chairman of the 1969 Roanoke Island Historical Assn. membership campaign. . . . Both of Dorothy Fox Causey's sons were married in the spring of '69: Thomas married Ruth Ray of Abington, Va., in May, and in late June, Hartley married Linda Bledsoe of Dobson, a '67 graduate of UNC-G.

Helen Renprow London's daughter, Ann, of Pittsboro was among the 195 young women presented at the 1969 debutante ball in Raleigh on September 5.

NEW ADDRESS

Emma Aderholt Groome, Irving Park Manor, Greensboro.

'35

Next reunion in 1974



Alma Sneed Peebles was named Woman of the Year in Greensboro by the Lou-Ceila chapter of the ABWA. For the past 15 years Alma has been on the staff of UNC-G, nine years as secretary at the Infirmary, and earlier as manager of the duplicating department and secretary to the alumni secretary.

"Lack of respect for law, laziness, moral decay, and growing welfare-ism" were cited as "the weeds threatening the garden of freedom in the United States today" by the Rev. Charles Spence Hubbard, husband of Mercer Reeves Hubbard, and pastor of the First United Methodist Church in Wilson, in a baccalaureate address delivered at UNC-CH on June 1.

NEW ADDRESSES

Marion Ferrell Durham, Box 156, Harrisburg, N. C.; Hazel May Little, Highway 64E, Spring Hope, N. C.

'36

Next reunion in 1974

Betty Griesinger Aydelette soon will be putting a navigation course to practical use when her husband, Dub, takes his just completed 39-foot cruiser on a Florida trip this winter. Dub, who is wellknown to generations of UNC-G students for the ice cream he makes and sells through his Yum Yum Shop, has been building boats for the past 15 years. His last and most ambitious effort is the as-yet-unnamed cruiser which he built literally from scratch, cutting the oak and pine needed from his own farm property. The boat has no name because Dub leans toward the name of "Dub's Tub," but Betty insists his boat is no "tub." But named or not, when winter comes, the cruiser will head south for the small fishing center at Islamorada, Florida, with Betty and Dub aboard.

Emice Jones Pitchford (c) writes that her oldest daughter graduated from Ga. Southern College in Statesboro this year and that her youngest son will be a high school senior in the fall.

Harriet Wells New's daughter, Harriet Anne, of Greensboro was among the 195 young women presented at the 1969 debutante ball in Raleigh September 5.

NEW ADDRESS

Blanche Newsome Hardy, 5440-A Cop-pedge Ave., Jacksonville, Fla.

'37

Next reunion in 1974

Virginia Brittain Tew's son, Christopher, who was graduated (Phi Beta Kappa) from UNC-G on June 1, was married two days before graduation to Laura Alice Braxton '69, who holds a teaching assistantship in chemistry at Duke. Christopher has begun graduate studies at Duke and is teaching at the Durham County School system.



The work of Betsy Dupuy Taylor as project director for the Greensboro offices of the Job Corps was subject of a full page feature in the *Greensboro Daily News* recently.

Greensboro had one of the first screening centers for girls entering the Job Corps program, and Betsy is justly proud that the dropout rate among Greensboro applicants is among the lowest in the country. The office keeps up with the enrollees throughout their Job Corps experience and is ready to assist them when they return home. Her son, Reid Sampson, was named "Youth of the Month" (for June) in Greensboro.

Laura Mace Wallace's son, William Borden Wallace, married Sara Watson Wade this summer. William is working toward a master's degree at Duke where he graduated. . . . Patricia Sturdivant, a teacher, may be reached c/o Mrs. C. W. Sturdivant, Green Street, Marshville.

NEW ADDRESS

Ethel Cole Smith, 1124 W. 29th, Albany, Oregon.


'38

Next reunion in 1973

Ruth Ayers Walsh (307 N. Main St., Le noir) brought alumni records up-to-date on her daughter, Sarah Anne Walsh, class of '70, who had to withdraw due to illness and is now married to Charles Richard Russell (5648 N. Rhett Ave., Charleston, S. C.). Her youngest daughter, Jane Ayers, just completed her sophomore year on campus in music education. Ruth taught English for several years but has spent most of her time rearing a family of four girls and helping husband, John, in the textile business.

Frances Barrett Massey's daughter, Frances, of Zebulon, was runner-up in the gubernatorial race during the 30th annual Girls State on campus in June.

Marie Neikirk Norment received her master's degree last June at American Univ. in Washington, D. C.

 Ylia Puig Walsh, Gaston College professor, was second-place winner (honorable mention) for the Terry Sanford award, presented annually to teachers showing creative ability and innovative teaching ability. A former English teacher at Ashley High School where she taught Spanish, Ylia joined the college faculty in 1964.

NEW ADDRESSES

Frances Alexander McLeod, Brevard; Helen Gibson Ritter, 118 Gray St., Woodruff, S. C.; Ylia Puig Walsh, Gaston College, Gastonia; Frances Yerger, 117 S. Division St., Ann Arbor, Mich.

'39

Next reunion in 1973

Doris Bowman Fisher's daughter, Dorothy Anne, was married to William Wood. The bridegroom is studying at "Ole Miss."
... Jean C. Bullock, a native of Ayden, has been appointed to the staff of the new NCNB office in Burlington.
... Katherine Cooper Robertson, kindergarten teacher, has moved to 614 Blossom Dr., Rockville, Md.
... Nell Goodwin Benson's husband has been named to membership on the N. C. Highway Commission by Gov. Robert Scott.

Elinor Henderson Swaim of Salisbury, was elected to a state post with the N. C. Federation of Republican Women. In her role as state co-ordinator, Elinor will be a member of the National Educational Advisory Committee of the Republican Women and the state COP women's executive board.

Emily Harris Preyer's daughter, Mary Norris, of Greensboro was among the 195 young women presented at the 1969 debutante ball in Raleigh, September 5.

NEW ADDRESS

Grace Hilford Polansky, 504 Watts St., Durham.

'40

Naomi Daniel Smith is working as a lab technician in the Forestry College of Agriculture at the Univ. of Ky. ... Jean Morrow

Allred of Greensboro is a member of the executive committee for a campaign for \$60,000 to enlarge the chapel of the Samarcan Manor School for Girls.

NEW ADDRESSES

Ruth Crotty Palomba, 1080 Warburton Ave., Yonkers, N. Y.; Martha Martin Powell, Rt. 3, Sedge Garden Rd., Kernersville.

'41

Next reunion in 1973

Rama Blackwood Hillman (340 Fairfax Dr., Winston-Salem) has two daughters: Rama, a rising soph. at Duke, and Holly, a freshman in high school. ... Jennie Cecil Erickson's husband has been named by Gov. Robert Scott to membership on the Davidson County Community College board of trustees.

NEW ADDRESS

Dr. Martha Register, 4116 Donnybrook Pl., Charlotte.

'42

Next reunion in 1972

Ruby Lee Anderson Cloninger's son, Dr. Kenneth Cloninger, has joined Dr. Robert L. Phillips in the practice of neurosurgery. ... Lou Hardy Frye of Robbins, a member of the state board of juvenile correction, is a member of the executive committee in a campaign for \$60,000 to enlarge the chapel of Samarcan Manor School for Girls. ... Helen Higdon Allison, a guidance counselor at Harding High School in Charlotte, has moved to 3300 Deerwood Dr., Gastonia.

Sue Murchison Hayworth's daughter, Barbara Sue '69, was awarded a Fulbright Scholarship by the U. S. Government. She will study political science in Santiago, Chile, for one year before returning to this country to enter graduate school. Katherine Warren Galloway and husband, Elliott, a graduate of Wake Forest, are living at 90 Mt. Paran Rd., Atlanta.

'43

Next reunion in 1972

Sylvia Cohen Lowen's husband took pen in hand to bring alumni files up to date on his wife and their two sons: Robert, a Univ. of Wis. graduate now working with VISTA, and John, who spent a summer in Europe prior to enrolling at Northeastern in Boston in Sept. He adds that "Syl has traveled broadly, all of Europe, also Argentina, Uruguay, Mexico, Turkey, Egypt, Iran, Jordan, Israel, Lebanon, India, Burma, Vietnam, Hong Kong, Japan. ... She collects paintings and sculptures, and studies psychology.

The marriage of Ella Marie Pinkston Rodman's daughter, Stephanie Marie, a UNC-CH graduate, to William Marshall Woodard on August 9 served as a small reunion for Ella Marie's '45 classmates.

Among those attending the wedding in Greensboro were Elinor Clement Kirk, Virginia Todd Mastin, and Mary Lane Siler McArtan. ... Carolyn White Southerland's son, John, was married August 1 to Katherine Pegram Blythe.

NEW ADDRESSES

Helen Ames Glaze, 52 Nodshire Dr., Midletown, N. J.; Kathleen Rhyme McEugan, 121 Haines Rd., Mt. Laurel, Moorestown, N. J.; Lydia Taylor Dorsett, 2222 Fuller Rd., Ann Arbor, Mich.; Louise Whitehurst Snowden, 223 York Rd., Brook Valley, Greenville.

'44

Next reunion in 1972

Idamae Blois Brooks is copy editor for the magazine *Psychology Today*. ... Frances Bradley Gunn's daughter, Margaret, was named recipient of the Amer. Business Women Assn.'s endowed scholarship in May. Margaret is a student at UNC-G, majoring in history and international studies. ... Betty Hornaday Schenk's daughter, Ruth Amelia, married Larry Blake Roland on June 7. ... An exhibition of drawings and watercolors by Toni Lupton Hires was on display in Elliott Hall on campus in May. ... Two daughters, both named Anne, of alumnae living in High Point were among the 195 young women presented at the 1969 debutante ball in Raleigh September 5. One is the daughter of Mollie Bowie Marsh; the other is the namesake of Anne Carter Freeze.

Betty Dorton Thomas of Concord was the only woman nominated for the board of trustees of the Consolidated University of North Carolina. Twenty-nine were selected from a list of 53 candidates by the House and Senate of the N. C. General Assembly. Betty was the first woman on the Charlotte College Board of Trustees and is presently vice chairman of the Democratic Committee in Cabarrus County. (She organized the Cabarrus Democratic Women's club in 1961 and was twice elected to two-year terms as president.) She and her husband, a car dealer and owner of the Bell-Aire stables, have three children.

NEW ADDRESSES

Idamae Blois Brooks, c/o *Psychology Today*, 1330 Camino Del Mar, Del Mar, Calif.; Anne Butler Twitty, 1660 S. Joyce St., Arlington, Va.; Caroline Morrison Garrett, 811 Daffodil Way, San Jose, Calif.; Jane Wilson Wetherell, Rt. 2, Tarrytown Rd., Newburgh, Ind.

'45

Next reunion in 1970

"Spence" Harrington Johnson's daughter, Julia, of Southern Pines was among the 195 young women presented at the 1969 debutante ball in Raleigh September 5. ... Martha Hipp Henson, mother of six children, took a backward glance (in a recent *Greensboro Daily News* article) to 1940 when she was president of the first Girls State. The occasion was the meeting of the 30th Girls State on the Greensboro campus. Martha is on campus this year working toward a masters degree in child care and development.

Aurelia Lackey Greer's daughter, Pam, who was graduated from UNC-G on June 1, was married on June 28 to David Crenshaw Worth, Jr., a graduate of the UNC Law School, now serving in the U. S. Army.

'46

Next reunion in 1971

Jane Boyles Clemmons' (c) daughter, recently voted one of Greensboro's "most beautiful," was also Grimsley high school's May Queen. . . . **Kat Cole Rorison** of Asheville was elected to the board of directors of the Children's Home Society of N. C. at the society's annual meeting in Chapel Hill. . . . **Carolyn Jones Maness'** daughter, Anne Osborne, of Greensboro was among the 195 young women presented at the 1969 debutante ball in Raleigh, September 5.

Musa Queensbury Hogan is living at 999 Wilder Ave. 802, Honolulu, Hawaii. She is active as a hospital volunteer in church work, and in many other activities. . . . **Betty Anne Ragland Stanback** added another to her varied list of volunteer activities when she accepted the presidency of the Democratic Women in Rowan County last spring. . . . After spending a year in Washington, **Helen Sanford Wilhelm** and her husband have returned to Switzerland where Mr. Wilhelm will take up his former work as Head of the Projects Section of the Swiss economic aid program to the developing countries.

NEW ADDRESS

Jean Bible Craven, Crestwood Rd., Town Mountain, Asheville.

'47

Next reunion in 1972

Kathryn Cobb Freyer was elected president of the Women's Assn. of the Charlotte Symphony Orchestra.

NEW ADDRESSES

Evelyn Auman O'Neal, 3909 Morris Dr., Anniston, Ala.; **Clara Bond Bell**, c/o American Embassy, Bogota, Colombia; **Nancy Bowman Wagoner**, Rt. 6, Box 452J, Durham; **Mary Webb Graham Lashley**, 11432 Foster Rd., Los Alamitos, Calif.; **Phyllis Green Weidenbaum**, 124 Grafton St., Chevy Chase, Md.; **Juanita Henry Midgette**, 2071 Hopedale Ave., Charlotte; **Mary Roberson Adams**, Rt. 1, Box 197-A, Smithfield; **Lucy Rodgers Watkins**, 409 Hickory Dr., Chapel Hill.

'48

Next reunion in 1973

Mary Clegg Clawson of Box 88, Rodman, Canal Zone, is a guidance teacher. She has one daughter, **Elizabeth Clawson**, who is a rising junior at UNC-G, and another daughter, **Martha**, who is planning to enter UNC-G in Sept. '69. . . . **Zane Groom Faircloth's** daughter, **Julia**, of Greensboro was among the 195 young women presented at the 1969 debutante ball in Raleigh, September 5.

Ann Hoover Johnson Dees' husband has

been named by Gov. Robert Scott to membership on N. C.'s Conservation and Development board. . . . **Betty Lou Nance Smith** "returned to the books" during the summer (seven hours of class and lab work daily with "loads of reading" nightly) in preparation for teaching disadvantaged children in a pilot kindergarten program in Marietta, Ga., this fall. . . . **Josephine Starling Montrose** is a caseworker and teacher of the blind at "The Lighthouse" in New York. Her address: 314 8th Ave., Apt. 3R, Brooklyn, N. Y.

NEW ADDRESSES

Ann Collins Crutchfield, 3915 Brixton Lane, Durham; **Theresa D'Arcy Findlay**, Rt. 1, Box 17, Lake Wales, Fla.; **Louise G. bson Finison**, 5704 Mildred Ave., Alexandria, La.; **Dorothy McCulloch Alexander**, Rt. 1, Pleasant Garden; **Elizabeth McKinney**, SPSEF-Service Club Section, Hq. USA, SUP COM, APO San Francisco.

'49

Next reunion in 1974

Alice Franck Gainey of Fayetteville was installed as president of the N. C. Dental Auxiliary at a recent meeting of the group in Pinehurst. . . . **Julia Speas Davis** received a master's degree in social work at UNC-CH in June.

NEW ADDRESSES

Betty Davis Hoffman, 7110 S.W. 95th St., Miami, Fla.; **Ruth McBrayer Dover**, Box 187, Lattimore; **Lois Smith Rutledge**, c/o Ltc. John Rutledge, Jr., Staff CINCPAC, Box 20, FPO San Francisco, Calif.

'50

Next reunion in 1975

Elizabeth Ann Bowles, an assistant professor at UNC-G, has been elected to a three-year term as executive secretary of the N. C. English Teachers Assn.

'51

Next reunion in 1972

Jessie Rae Scott Day was observed for the first time this summer at Samarand Manor School for Girls. July 16 was designated as a day to honor the state's First Lady and to add impetus to a drive for funds to enlarge the school's chapel. **Jessie Rae** announced that she was personally interested in the school's campaign for \$60,000 to enlarge the chapel and agreed to address a luncheon as honor guest and lend her name to the drive.



LaRue Wilson Burbank was cited recently as NASA's nominee for the 1968 Federal Woman's award. She is technical assistant to the chief of the system's engineering branch at the Aeronautics and Space Administration Manned Spacecraft Center in Houston. In nominating LaRue for the award, NASA mentioned her contribution to the manned space flight program in the

Gemini and Apollo programs. Her recommendation led to major improvements in equipment and operations in the Mission Control Center. LaRue, who joined NASA in 1954, and her husband, **Paige**, have a daughter, **Lisa** (7).



Sally Ann Zeiger Cole is a lady draftsman, a field scarcely invaded by women but one which she finds particularly to her liking. After UNC-G graduation (interior design), she took a two-year draftsman training course from Central Piedmont Community College. "There were only five female draftsmen in Charlotte four years ago," Sally Ann told a *Charlotte News* reporter, "but now they're popping up like mushrooms." A perfectionist with a mathematical mind and an artistic nature are requirements for the job. Although men are still suspicious of ladies in the drafting room, she believes that they are beginning to accept them. At least, she's found it so as a draftsman and female mechanical engineer for A. G. Odell and Assoc.

'52

Next reunion in 1972



Mary Charles Alexander Griffin has been named by President Nixon to a new 20-member panel for the Citizens Advisory Council on the Status of Women. The Council, established in 1963, advises the government on efforts to improve the participation of women in American life. **Charlie** has been active in Republican politics for many years in Asheville where she lives with husband **Robert** (a doctor) and their three daughters.

Elizabeth Hilton Bell was one of seven Greensboro art teachers who attended drawing and film-making workshops on campus last summer.

MARRIAGE

Jewelle Cannon Baker and **Fred Calvin Gardner** on April 19. The bride, who formerly operated Baker Furniture Co. Inc., is a designer and merchandising consultant. The bridegroom is a general contractor with offices in N. C. and Fla. At home: 1708 Elizabeth Dr., Kinston.

BIRTH

To **Dolly Hedgecock Azarigan** and **Ernie**, a son, **Ernie**, June 12.

NEW ADDRESSES

Carolyn Burton Landers, 2029 Peachford Rd., Chamblee, Ga.; **Jane Moore Holloman**, 4722 Bristow Dr., Annandale, Va.; **June Rainey Honeycutt**, 1509 Joshua Clayton Rd., Dover, Del.; **Mary Mann Prescott**, 32 Pheasant Dr., Asheville; **Jane Sarsfield Shoaf**, Box 147, Fremont.

'53

Next reunion in 1972

NEW ADDRESS

Arline Palmer Murphy, c/o J. P. Senghass, Room 5098, DuPont Bldg., Wilmington, Del.

'54

Next reunion in 1972

Gertrude Bass Engelund is vice pres. of Livermore-Pleasanton Branch of AAUW and treasurer of Valley Home Assn. She and her husband, who is Equal Opportunity Employment coordinator for the Lawrence Radiation Lab., have a son and a daughter. Their address: 879 Mayview Way, Livermore, Calif. . . . **F. Joyce Bateman** is an associate professor of management at State College, Miss., where her address is P. O. Box 362. . . . A painting by **Maud F. Gatewood**, head of the UNC-Charlotte art department, was presented to Weatherspoon Gallery on campus by the N. C. State Art Society. . . . **Thelma Thompson Miller** of 3249 Kemy Dr., Falls Church, Va., has two sons, Jimmy and Joel.

NEW ADDRESSES

Mary Ahern Reese, 6721 Oucensberry Dr., Charlotte; **Lorraine Decker Hale**, USAF Academy Hosp., USAF Academy, Colo.; **Jacqueline Goodwin Delfs**, 9604 W. 106th St., Overland Park, Kan.; **Neeta Webb**, 131 W. Lebanon St., Mt. Airy; **Dora Lee Wiley Brown**, 4100 Ashton Dr., Charlotte.

'55

Next reunion in 1971

Eleanor Saunders Morris (x) has been appointed director of student aid on campus after serving five years as assistant director on the Chapel Hill campus. A graduate of UNC-CH where she majored in English, Eleanor is working toward her MA degree. She is a member of the Southern Association of Student Financial Aid Administrators and is secretary of the N. C. Assn. of Student Financial Aid Administrators.

NEW ADDRESSES

Joel Barlow Jones, 974 Cardinal Cir., Huntington Pl., Florence, S. C.; **Mary Bell Fitzgerald**, 904 Crescent Dr., Smithfield; **Patty McDuffie Bibb**, 19018 Stedwick Dr., Gaithersburg, Md.; **Barbara Pillatt Resnick**, 16 The Horseshoe, Newark, Del.; **Vira Rodgers Kivett**, 1316 Clover Lane, Greensboro; **Elen Sheffield Newbold**, 729 Richmond St., Laurinburg.

'56

Next reunion in 1971

Ann Crymes Potet and **Adelaide Peyton Hamilton** '60x of Nashville, Tenn., saw the Univ. Choir while it was on tour and were very impressed with its performance. Ann, a substitute teacher, has two sons. . . . **Rachel Shannon Moss** has just returned from Japan with husband, Lt. Com. Stephen A. Moss, and two children, Stan, 9, and Sharon, 7. Their address: 1243 Manchester Ave., Norfolk, Va.

NEW ADDRESSES

Lou Ann Bisette Cozart, 105 Cozart Rd., Wilson; **Alice Caton Same**, c/o Maj. War-

ren N. Sams, Jr., Qtrs. 6300E, USAFA Colorado Springs, Colo.; **Joyce Long Ferris**, 67 Forest Hill Rd., West Orange, N. J.; **Anne McArthur Morgan**, 808 Fairall Dr., Raleigh; **Jane McClung Dickens**, 1103 Gladstone Pl., Alexandria, Va.; **Patricia McGuire Eby**, 3140 Lakewood Dr., Ann Arbor, Michigan; **Louisa Mordecai Odum**, 874 66th Ave., N. Minneapolis, Minn.

'57

Next reunion in 1971

Jerry Jervis Allred, husband, and two girls (9 and 5) are moving to 450 Greenville Hwy., Brevard, where her husband will be teaching at Brevard College.



Frances Trigg Dawson (ME) received a doctoral degree in adult education at NCSU in June. Frances, at 68 years of age, plans to use her doctoral training in research and in writing a book on the effective use of voluntary service organizations. (She was recently installed as president of the N. C. League of Women Voters.) After retiring from a position as director of trade and industry education for the Burlington city school system in 1967, she immediately began work on her doctoral degree. As she says, "You don't have to have a high I.Q. to go to college. All it takes is self-discipline, the desire and the interest." Her husband is export manager for Carolina Biological Supply Co.

BIRTH

To **Joan Hester King** and James, a son, July 21.

NEW ADDRESSES

Barton Edwards Bruce, Rt. 2, Box 148, Grafton Dr., Yorktown, Va.; **Billie Keith Jones**, 2321 Ashmead Pl., N. W., Washington, D. C.; **Josephine Tanner Cawthorne**, 1200 Emory Dr., Panama City, Fla.

'58

Next reunion in 1971



Patricia Carden, an assistant professor of Russian literature at Cornell Univ., has been named recipient of this year's Clark teaching award for devotion to undergraduate teaching. Under terms of the grant, which carries a cash gift of \$3,500, Patricia receives a one-year leave of absence and a summer with full pay to devote to research and writing. She plans to spend the time planning a new course in the avant garde period literature with special attention to Russian literature. **Barbara Philbeck McBryde**, a teacher, lives at Box 28, Marshville.

NEW ADDRESSES

Nancy Childress Reid, 3222 Lawndale Dr., Apt. C, Greensboro; **Winnie Costello Hamer**, 7729 Bedfordshire, Charlotte.

'59

Next reunion in 1975

Faye Baines Rouse and husband have adopted a son, **David Clinton**. They have moved to 6362 Thelo Dr., Charlotte. . . .

Rita Boggs Watts' husband, **David**, has been made manager of the Melbourne office for his firm, Ocean Systems, an engineering company that is a Union Carbide affiliate. . . . **Virginia Broyhill Cobb**, husband and two children, **Charles** (8) and **Elizabeth** (1) are planning to move from Ill. to N. J. soon since husband, **Bill**, has been transferred from Chicago to N. Y. . . . **Peggy Hinston Mason** and husband, **Ralph**, have adopted a son, **Ralph Newman, Jr.** . . . **Kay Kerley Roberson** is teaching kindergarten while husband is enrolled in graduate school at UNC-CH. Their address: 115-A Todd St., Carrboro. . . . **Gloria Putnam Newman** of Rt. 6, Box 317, Shelby, is supervisor of Family & Children's Service Division of the Cleveland County Dept. of Social Service. . . . **Brenda Register Ham**, husband and daughter, **Barri Elizabeth** (4), have moved into a "house in the country" at Rt. 6, Camellia Dr., Raleigh.

MARRIAGE

Gloria Jane Putnam Hamrick and **George Cunningham Newman** on May 8. The bridegroom, a graduate of Mercer Univ., is an executive director of the Cleveland County Community Action Agency. The bride is employed by the Cleveland County Department of Public Welfare.

BIRTHS

To **Virginia Bass Bradsher** and **James**, twin girls, **July** 18; to **Shelia Vincent Williams** and **Robert**, a son, **June** 14.

NEW ADDRESSES

Evelyn Burton Monroe, Crestview Rd., Southern Pines; **Joyce Byrd**, Rt. 2, Box 274, Kinston; **Cynthia Clark Hudson**, 1531 Lonella Ave., Venice, Calif.; **Betty Johns Black**, 6732 Newhall Rd., Charlotte; **Meredith Lentz Adams**, 530 E. Grand, Springfield, Mo.; **Barbara Moore McGimsey**, 2900 Eastburn Rd., Charlotte; **Jean Ray Robins Hoak**, 7207 Old Trial Rd., Ft. Wayne, Ind.; **Edyth Smart Dowdle**, 909 Corning Rd., Knoxville, Tenn.; **Mary Ann Vernon**, 4829 Brompton Dr., Greensboro.

'60

Next reunion in 1970

W. Fay Batts is spending a year studying in NYC with the eminent pianist, **Dorothy Taubman**, on a grant from the Board of Regents of Wisconsin State Univ. Fay has been a member of the music faculty of Wisconsin State Univ. (Whitewater) since Sept., 1966. Both **Rachel Brett Harley** and husband, **Ted**, will start new jobs in Sept. Rachel will be on the music education faculty at Eastern Michigan Univ., and Ted will be teaching strings in the Van Buren Township elementary schools. Their address: 1089 Buick St., Ypsilanti, Mich.

Brenda Cox Clark, a housewife-secretary with two children, is living at 10122 Scout Dr., Fairfax, Va. **Joyce Daughtry White** has been named dean of students at Peace College in Raleigh. Joyce received her master's degree from UNC-CH and has taught in Raleigh for seven years.

BIRTH

To **Linda Flynn Tugman** and **Stuart**, a son, **June** 11.

NEW ADDRESSES

Rita Caudle Toivonen, 865 Maple Ave., Findlay, Ohio; **Merrilee M. Davis**, 306 Ardmore Circle, N. W. #1, Atlanta, Ga.; **Linda**

Flynn Tugman, 3015 Stratford Dr., Greensboro; Dolores Leonard Martin, 35 Red Cloud Rd., Ft. Rucker, Ala.; Lynne Mahaffey, 551 Woodland Hills West, Columbia, S. C.; Patricia Queen Gilliam, 3980 Westmoreland Dr., Kennesaw, Ga.; Linda B. Smith, 54 Hamilton Rd., Chapel Hill; Sara Sue Winstead, Box 813, Wendell.

'61

Next reunion in 1971

Ann Bryant Johns, teacher, has moved to Rt. 6, Decatur, Ill. . . . Joseph D. Creech, husband of Nancy Moore Creech '61, has been appointed assistant director of the southern regional office of the College Entrance Examination Board. For the past three years, Mr. Creech has been director of student aid at UNC-G. . . . Joana White Phillips (MS) taught courses at Downtown Guilford College in Greensboro this summer on "Pattern Adaptation and Styling" and "Commercial Pattern Use and Fitting Problems for Juniors."

MARRIAGES

Sara Shirley Bernau and William Hazel Hamilton, Jr., on May 31. Formerly a stewardess with American Airlines, the bride is a caseworker in the adoptions unit of Guilford County Dept. of Public Welfare. The bridegroom, a graduate of NCSU, is employed in the yarn sales dept. of J. P. Stevens & Co. At home: 3007-F Patriot Way, Greensboro.

Linda Mozelle Lee and Albert Hazel Zealy III on June 28. The bridegroom, an alumnus of UNC-CH, is a representative of Registered Funds, Inc., in Goldsboro where the bride teaches home economics. At home: 2100D Peachtree St., Goldsboro.

BIRTHS

To Gladys Joanne Best Henderson and Waitis, a daughter, July 7; to Mary Jane McLean Matherly and Bill, a son, John McLean, June 26; to Linda Daniels Soderquist and David, a son, June 20.

NEW ADDRESSES

Linda Garner Clapp, 904 S. E. 12th Ct., Apt. 3, Ft. Lauderdale, Fla.; Judith Hussey Potthoff, 803 Winview Dr., Greensboro; Glenda Humphries, Room 460, Unit D, McCarty Hall, Univ. of Fla., Gainesville, Fla.; Nancy Moore Creech, 170 Thompson Pl., Roswell, Ga.

'62

Next reunion in 1972

Helen Best Robinson and husband, vice pres. of Peoples' Bank of S. C., have moved to 710 46th Ave., N. Myrtle Beach. They have one son, Holt III (2). . . . Faye Brown Ellison and husband, Bill, associate minister of Dilworth United Methodist Church, Charlotte, have moved to 601 E. Blvd., Charlotte. They have two daughters, Sharon (3½) and Carol (1). . . . Jane Garrett Warren of 9409 Alanuda Ave., Richmond, Va., is an elementary school-teacher. She and her husband have adopted a daughter, Laura Johnson. . . . Judith Hubbard Matthews of 3 Utah Place, Athens, O., is teaching at the Univ. of Ohio. . . . Peggy

Sink Fitzpatrick and David have a daughter, Lora Elizabeth, born on June 26. Peggy is the daughter of Betty Griesinger Aydelette '36. . . . Nancy Trivette Martin received her master's in social work at UNC-CH in June. . . . Sally Ware Featherstone is a 2nd grade teacher in Columbia, S. C., where her husband is in his second year of law school at USC. Their address: Box U-41, Univ. of S. C., Columbia.

BIRTH

To Dukette Daniels Phillips and Kent, a daughter, Dana Kendall, May 1.

NEW ADDRESSES

Frances Ferrell Pollock, 4366 Witherow Rd., Winston-Salem; Wilma Greller Noland, 3401-96th Ave., S. E., Mercer Island, Wash.; Ellen Luce Twombly, 5716 Glassburn Rd., Fort Bliss, Tex.; Suzanne Luck Hutcherson, Box 283, Leesburg, Va.; Irina Nikitin Gozick, 522 Henning Dr., Fairfield, N. J.; Carolyn B. Wall, 5518 D. Tamahawk Dr., Greensboro; Brona Willis, Rt. 2, Box 113, Beaufort.

'63

Next reunion in 1973

Betty Fuller Griffin, an editor of mathematics textbooks, is living at 1715 Troy Towers, Union City, N. J. . . . Pamela Graham Warren has moved to 763 Montford Dr., Charlotte, where her husband, who has just completed a two-year tour of duty with the Navy, will establish a dental practice. . . . Nancy Hefner Holmes, a research instructor in the School of Home Economics, is due congratulations on the birth of a son, John, Jr., on June 9. . . . Eleanor Self O'Brien received her masters in social work in June at UNC-CH. . . . Sarah Sloan Auman (s) started "Meals on Wheels" rolling in Greensboro in Sept., providing nutritious meals for elderly shut-ins, then had to resign her post as director of the Greensboro Council on Aging when her journalist husband accepted a new job in Raleigh. Sally and Robert had a month in Europe in September before settling in their new capital city quarters.

Nancy Hefner Holmes, a research instructor in the School of Home Economics, is due congratulations on the birth of a son, John, Jr., on June 9. . . . Eleanor Self O'Brien received her masters in social work in June at UNC-CH. . . . Sarah Sloan Auman (s) started "Meals on Wheels" rolling in Greensboro in Sept., providing nutritious meals for elderly shut-ins, then had to resign her post as director of the Greensboro Council on Aging when her journalist husband accepted a new job in Raleigh. Sally and Robert had a month in Europe in September before settling in their new capital city quarters.

MARRIAGES

Alice Davenport Angier to Henry A. Charles on May 9. Prior to her marriage, the bride was Women's Editor of the *Gastonia Gazette*. The bridegroom, an alumnus of Colegio San Ignacio, Santiago, Chile, and Universidad Santa Maria, Chile, is employed by Plantation Pipeline Co. in Gastonia, at home: 1036 Ashwood Ct., Gastonia.

Judy Kathryn Franklin and Donald Alan Down on June 21. After receiving a master's degree in education from Appalachian State Univ., Judy taught second grade in Winston-Salem and Charlotte. The bridegroom, an alumnus of Purdue Univ., is asst. marketing manager for Wagner Electric Sales Corp. At home: 432-B N. Sappington Rd., Glendale, Okla.

Day Heuser and Leonard F. McLaughlin on June 28. The bridegroom, an alumnus of Stonehill College, is attending the Graduate School of Business, Univ. of Chicago. The couple will live in Chicago this fall.

Faye Tart and Kenneth Newsome Taylor on June 22. The bride is a home service adviser with Virginia Electric and Power Co., in Suffolk. The bridegroom attended

Chowan College and NCSU and is an assistant district manager of Citizens Home Insurance Co. at home: 130 Brewer St., Suffolk, Va.

Dorothy Thelma Outlaw and Ivan Hardesty, Jr., on July 19. The bridegroom is a graduate of Mitchell Junior College and UNC-CH. At home: 2427 Wycliff Rd.

BIRTHS

To Gayle Hicks Fripp and Terry, a son, June 23; to Anne Tate Christopher and John, a son, June 24; to Mildred Blakey Greeson and Robert, a daughter, Mary Margaret, July 29; to Anne Bourne Zietvogel and Charles, a daughter, Lisa Katherine, June 5.

NEW ADDRESSES

Anne Bourne Zeitvogel, 858 Quebec St., Denver, Colo.; Suzanne Cato Dilda, 128 Davis St., Hickam AFB, APO San Francisco; Beth Clinkscales McAllister, 1208 Hillview Rd., Chapel Hill; Dorothy Davis Moye, 6321 Vernon Woods, Atlanta, Ga.; Donna Denning, 700 7th St., S. W. #143, Washington, D. C.; Linda Hefner Chester, 107 Walton Rd., Morganton; Gail Hudgins Dotson, 278 N. Edgemont Ave., Gastonia; M. Kay Mull Shull, Box 33, Det. 1, 69th MASG, APO San Francisco; Robbie Pryor Corbett, 4156 Berkford Circle N. E., Atlanta, Ga.; Suzanne Rice Sullivan, 312 Prospect Ave., Long Beach, Calif.

'64

Next reunion in 1974

Pat Barry recently received a master's of science degree from Florida State Univ. This fall she returned to Wheaton High School where she taught and coached for four years following her graduation from UNC-G. . . . Brenda Cochran Osborne of 260 Church St., N. E., Apt. 8, Concord, is a state probation officer. . . . Susan Craven's address is Box 475, Redwood Estates, Calif. She is a social worker. . . . Mary Martha Parrish, a reservationist with Eastern Airlines, has moved to 563B Wakefield Dr., Selwyn Village, Charlotte. . . . Nancy Rupard, a nurse in the research clinic in Chapel Hill, lives at Rt. 1, Yadkinville. . . . Jean Spencer Willett spent the summer in Greensboro completing work toward a masters degree. Jean's husband, Edwin, who just graduated from NCSU, will enroll in an executive development program working toward a masters in business administration. . . . Linner Ward Griffin received her masters in social work in June at UNC-CH.

MARRIAGES

Roena Callimore and Robert Lee Hindman on June 21. The bridegroom, who received his BS from the Univ. of Kansas and his masters from Purdue Univ., is employed as an Operations Research Analyst for Phillips Petroleum Co. at home: 500 S. Shawnee, Apt. 7, Bartlesville, Okla.

Jeann Elliott Pierce and Ronald Keith Hunnicutt on June 14. The bridegroom attended the Ringling School of Art and is employed by Graphic Associates, Inc. At home: 189 Westminster Dr., N. E., Atlanta, Ga.

Anna Grace Wolfe and Joseph George Goddard IV, in May. The bride is an employment counselor with the Dept. of Labor

in Washington. The bridegroom attended ECU and received his BFA from Ringling School of Arts in Sarasota, Fla. He is employed as an interior designer with S. D. Jeffrey Associated in Wash. The couple live in Alexandria, Va.

BIRTHS

To Ruth Couch Couch and John, a daughter, Christy Ruth, June 16; to Betty Curtis Grimsley and James, a son, Allan Randolph, July 17; to Eleanor Janell Ray and Don, a son, May 7; to Gail Pate Snody and Larry, a son, Brian Christopher, May 17; to Janet Leslie Starnes Mueller and Otto, a son, May 25; to Lacy Coble Starr and John, a daughter, May 6; to "Happy" Harris Waller and Wylie, a son, July 27; to Lucinda Ann Batten Woodall and Charles, a son, Bert, April 28.

NEW ADDRESSES

Nancy Clinard Pickens, 1657 Gayle Dr., Lexington, Ky.; Bobbie Cratch Kling, 27 Harmon Dr., Suffield, Conn.; Sandra Estes Moranec, 12 Woodland Terr., Tuscaloosa, Ala.; Barabra Mann Hart, 330 Stradleigh Rd., Wilmington; Sandra Merritt Brown, 19 Bicknell St., Foxborough, Mass.; Sara Von Metzger Dykstra, 64-46th St., Sacramento, Calif.; Claudia Parks Pritikin, 15 Cronkhite St., Danville, Ill.; Lynda Rowe Rankin, 4327-A Colwick Rd., Charlotte; Linda Shaw Rives, 6418 Wheeler Dr., Charlotte; Gloria Sutton Cauthorn, c/o Piedmont Presbyterian Church, Calloway, Va.; Elizabeth Ward Cone, 1901 Lafayette Ave., Greensboro; Susan Williams Horvath, 550 N. Broadway, #1007, Baltimore, Md.

Virginia Carole Lane Outwater may be reached at 65 Thompson Lane, Nashville, Tenn. Her husband, an Air Force Captain, just returned from Vietnam. . . . Susan Letchfield, Delta Air Lines stewardess, has moved to 3245-C Buford Highway, Middleton Arms Apts., Atlanta, Ga. . . . Carol Maguire Moser and husband, Mark, a stock broker with McDonnell & Co. in New York, have moved to 170 Evergreen Rd., Apt. 13-B, Edison, N. J. Carol is a first grade teacher in Woodbridge, N. J. . . . Alice Park Fairbrother's husband, home from Vietnam, is an ROTC instructor at Clemson Univ. at home: 216 Augusta Rd., Clemson, S. C. . . . Rebecca Semones McKnight and her husband, who begins doctoral studies at Emory Univ. in Sept., have moved to 741 Gatewood Rd., N. E., Atlanta, Ga. . . . Belinda Shade McGuire of 4201 Mass. Ave., N. W., Washington, D. C., teaches.

Judy Wolfe, who returned June 19 from a year with the American Red Cross in Vietnam, has been named to a new post as assistant dean of students on the Greensboro campus. She will work with student organizations, including student government and with foreign students. Her address: 1016 Hill St., Greensboro.

MARRIAGES

Bonita June Barton and Denis Eugene Whitfill on June 7. The bridegroom is employed by the American Cancer Society in Greenville, S. C. At home: Hampton Trace Apts., Greenville.

Shirley Jane Bradshaw and Henry Turner Bass on July 20. The bride, a home economics teacher, will supervise school cafeterias in Edgecombe County. The bridegroom attended NCSU and UNC-CH and is self-employed in agri-business operation. At home: Georgetowne Apt. C-8, Tarboro.

Jaquelyn Delores Casey and Perry Columbus Frye, Jr. The bridegroom is employed by Madison Throwing Co. At home: Rt. 1, Danbury.

Julia Ann Doolittle and Richard Blake Codell on June 22. The bridegroom, a BS and MS graduate of the Penn. State Univ., is a doctoral candidate in chemical engineering at Lehigh Univ. The bride, a registered medical technologist, is employed by the Univ. of Rochester Medical Center. The couple live at Bethlehem, Pa.

Patricia Anne Gabriel (ME) to Robert Louis Dalton, Jr., on June 23. The bridegroom, a graduate of Jacksonville Univ. (Ala.) and now employed by Archer Products, Inc. in Winston-Salem and is enrolled in the master's degree program at UNC-C. The bride is teaching at Forsyth Technical Institute. At home: 3822 Country Club Rd., Winston-Salem.

Barbara Jean Hawkins and Wallace Chester Parker on June 15. The bridegroom is a graduate of ECU. The couple live in Butler.

Vivian Caroline Monts and Jacob Eugene Fogle on July 12. The bridegroom attended Richland Technical Inst. in Columbia, while the bride did graduate work at the Univ. of S. C. At home: 1215-L Green Oaks Lane, Charlotte.

Karen Anne Rankin and Ronnie James Brower on June 21. The bridegroom, who completed four years in the Air Force, is presently attending UNC-C, while employed by Home Appliance Co. The bride teaches at Windsor Park School in Charlotte. At home: 4927 Galax Dr., Charlotte.

Barbara Harrison Wooden and Joseph Eichberger on July 12. The bride is employed by Systems, Science and Software in La Jolla, Calif. The bridegroom, who has a degree in physics and a master of business administration from San Diego State College, is Director of Engineering at Stromberg Datagraphix. The couple live in San Diego.

BIRTH

To Reba Babb Maxon and Harold, a son, July 13.

NEW ADDRESSES

Kathery Chermak Boyer, #510, 4853 Cordell Ave., Bethesda, Md.; Jane Chester Lomax, 5833 Barrington Dr., Charlotte; Jane Cranford Seaman, 1432 Larkfield Lane, Charlotte; Gretchen Davis, Fleming Dorm, Box 617, ECU, Greenville; Pamela Dickson Senterfitt, 2020 Fell St., San Francisco, Calif.; Linda Downs Phillips, C-7 Hillcrest Manor, 112 Acklen Park Dr., Nashville, Tenn.; Frances Ellise Helms, Cypress Grove, Apt. 30-B, E. Lake Shore Dr., Wilmington.

Martha Fuller Hale, 16203 N. E. 100, Redmond, Wash.; Teri Hart Stott, 55 La Rancheria, Carmel Valley, Calif.; Yolando Ippolito Christensen, CMR Box 2147, Griffiss AFB, N. Y.; Barbara Link Huggins, 2405 Lawrence Dr., Raleigh; Parola Moore Pfeiffer, 5 Geiger Ave., Havelock; Rosalind Neigher Siegel, 10-B Putnam Green, Greenwich, Conn.; Susan Poffenbaugh Barber, 228 Easton Rd., Apt. D-110, Horsham, Pa.

Donna Reiss Friedman, 96 Hazelville Rd., London, N. 19, Great Britain; Glenna Safrit Sears, 3601 Swann Dr., Raleigh; Alice Smith Tise, 102-C Bernard St., Chapel Hill; Patricia Smith Zigas, 2-A, Braemar Rd., Torrens Park, South Australia; Ann Starling Singleton, 3551 Wood Valley Ct., N. E., Atlanta, Ga.; Jane Teal Miley, 4340 Carmello Dr., Apt. 304, Annandale, Va.; Julia White Noland, Box 466, Oak Ridge.

'66

Next reunion in 1971

Linda Atkinson Jones' address is c/o Horace Atkinson, Rt. 2, Fairmont, while husband, Gerald, is in the Air Force. . . . Elizabeth Bayless has moved to 613 Hampshire Rd., Apt. 1, Dayton, O., where she is a therapeutic dietitian at Miami Valley Hospital. . . . Stephanie Beggs Lowe, her husband (who works with Burlington Industries) and daughter, Jennifer (born Sept. 25, 1968), have moved to Dalton, Ga. . . . Carolyn Black Ferree, a fourth-year medical student, has been re-elected secretary of her medical class at the Bowman Gray School of Medicine. . . . Judith Cunningham Joyce taught in Va. for 1½ yrs. before the birth of daughter Amy. At home: 99 Copeland Rd. N. E., New Colony Apts., Apt. B-27, Atlanta, Ga. Linda Drake Gass of 3806 Memorial Blvd., Kingsport, Tenn., teaches.

Barbara Gegenheimer Hitt, husband, and daughter, Laura Michelle, born May 12, have moved to 16453 El Camino Rd., Apt. 11, Houston, Tex. . . . First Lt. Jane Helms returned to the U. S. on May 3 after a year's service in Vietnam with the U. S. Air Force. She is stationed at Randolph AFB in Texas (P. O. Box 828).

Sandra Hopper Foreman directed *Ernest in Love*, presented at the UNC-G Summer

'65

Next reunion in 1970

Janet Carman Keller (2605 Albemarle Ave., Raleigh) is working toward her masters in social work at UNC-CH. . . . Catherine Carson Gillespie, who received her MS in Library Science from Fla. State Univ. in 1967, is a librarian in Orlando, Fla. Her address: 216 Murry Dr., Orlando. . . . Kaye Cropp Gaffney and husband, Maurice, who is employed by Cannon Mills, have moved to 10545 Crescendo Ct., Cincinnati, Ohio. Their son, Wilson Monroe, was born Dec. 23, 1967. . . . Sarah Davis Brown, a single security claims representative, lives at 22863 Hartland St., Canoga Park, Calif. . . . Joan Donahue has written an article for the National Wildlife Federation about her play, "A Tale of Toys," which was written for her first graders in a Baltimore school.

Jo Ann Elliott Davis and husband, Larry have returned from a European assignment with the Army—one year in France, one in England and one in Wales where their daughter, Dorothy Drew, was born. They are living in Charlotte (3838 Churchill Rd.) where Larry is employed with Wachovia Mortgage Loan Div. . . . Melinda Holmes, coordinator for Southside Opportunity Center in High Point, has been named acting director of the High Point anti-poverty program. She works closely with Concerned Citizens, Inc., in assisting low-income families. . . . Judith Ann Johnson Wilkins and her husband have one daughter, Sire Judith, born last January. Their address: 6th Cen. Disp. Dental Clinic, Tapijn Kazerne, APO 09011 New York.

Theatre on campus July 7-9, as her master's thesis drama.

Rebecca Humphrey (1141A Polo Rd., Winston-Salem) is an art teacher at Walkertown Jr. High. After living in Baumbolder, Germany, for 15 months, Carla Jordan Taylor and husband have returned to the States (J-4 Chatham Hills Apts., Hickory Place, Chatham, N. J.). . . . **Karen Kadis Fleischer**, husband, and daughter, Lisa Marie, born July 6, 1968, have moved to 6317 Ivy Mount Rd., Baltimore, Md. Carolyn Keller King and her husband, a pilot (Lt.) in the U. S. Navy, have moved to 6530 600th Ave., W., Oak Harbor, Wash.

Janet Link's mother, Peggy, a Reidsville native who is a painter, weaver, woodcarver, rugmaker, and chair-canner, was subject of a *Greensboro Daily News* feature recently. Of all Mrs. Link's accomplishments, she lists daughter Janet, at present a field director of the Conn. Yankee Council of Girl Scouts in Farmington, and son Philip, a rising senior at the University at Greensboro, as her proudest accomplishments. Janet is a three-in-a-row winner of the poetry cup in the Rockingham County Festival, and Philip is a multiple prize winner in art and photography.

Patricia McDaniel Bower's new address is 2020 Continental Ave., Apt. 205, Tallahassee, Fla. She is a part-time student in computer programming while her husband is asst. prof. of Economics at Fla. State Univ.

Virginia McNeil Jenkins's husband is a house painter . . . with an AB from Greensboro College and an MFA from UNC-G. His recent thesis show at Waterspeers Gallery was based on what he calls "house images." Inspiration for the series came from seeing so many fine old houses in Greensboro being torn down and replaced by "glass monstrosities." Virginia teaches first grade in Greensboro's Claxton School.

Carolyn Saunders, a claims representative for the Social Security Administration in Charlotte, vacationed in Europe this summer. **Nancy Spach Chilton**, Alumni Secretary at Mitchell College in Statesville, is currently "neck-deep" in a new Alumni Annual Giving Program for Mitchell which was inaugurated in May. . . . **Sandra Tart Carter** and husband, Carl, who is studying for his Ph.D., have moved to 111 Howell St., Chapel Hill. . . . **Susan Terrell Whitten** of 9201 Patterson Ave., Richmond, Va., is teaching at Douglas Southall Freeman School. Her husband, Richard, is employed by Crawford & Co. Insurance Adjusters. **Linda Young Elkins**, a librarian at the Univ. of Ga., is living at 140 Springdale St., Apt. 2, Athens, Ga.

MARRIAGES

Brenda Joy Beam and **John Raeford Grubbs** on July 13. The bridegroom, an alumnus of Pembroke State College, is employed by Scotland Wholesale Co. in Lauenburg where the bride will teach.

Doris Ann Calloway and **Richard Gray Minor** on July 19. The bridegroom is a graduate of NCSU. At home: 910 Peace Haven Rd., Winston-Salem.

Mary Ruth Couch and **Montague Hoskins Hicks, Jr.**, on July 12. The bridegroom, a graduate of NCSU, is employed as an agent for William T. Beaty Insurance Co. The bride is director of the Baptist Center for Baptist Home Mission Board in Raleigh.

Brenda Gray Frazier and **Alan Harris Shaw** on May 25. The bridegroom, an alumnus of the Univ. of Alabama, is a student at California College of Podiatric Medicine. The couple will live in San Francisco.

Mary Ellen Guffy and **James McGregor Smyth** on June 21. The bridegroom is a graduate of Davidson College and works for NCNB in Winston-Salem. At home: 23-C College Village Apts., Winston-Salem.

Patricia Ann Murphy (c) and **Larry Dana Kelly** on May 18. The bridegroom attended Kilgore Junior College before enlisting in the Army where he served with the Green Beret Special Forces, stationed in the Tay Ninh Province of South Vietnam. He was awarded the Bronze Star for Heroism. At home: Longview, Tex.

Connie Deann Patten and **Lt. James Blenn Perkins III**, on Dec. 27. The bridegroom is a graduate of the U. S. Naval Academy. The bride is a teacher of emotionally handicapped children. The couple live in San Francisco.

Sandra Gray Proffitt and **James Ethan Pell** on June 29. The bride is teaching at Northeast Junior High School while working toward her master's degree. The bridegroom, who received degrees in business administration and law from UNC-CH, is a partner in the firm, Alston, Pell, Pell & Weston. At home: 4703 Brompton Dr., Greensboro.

Martha Vickers Thaxton and **David Allen Albrecht** on April 25. Until her marriage, the bride was a guidance counselor with the U. S. Government, Bureau of Indian Affairs, in Aneth, Utah. The bridegroom served with the 82nd Airborne Division of the Army in Panama as a Lt. and is now employed with the Signal Oil Co. Field Service in Farmington, N. M., where the couple will reside.

BIRTHS

To **Linda Atkinson Jones** and **Gerald**, a son, **Gregory Gerald**, March 4; to **Joanne Darden Banner**, and **Robert**, a daughter, **May**, 28; to **Linda Downey Harris** and **Ron**, a son, **Ronald Keith**, Jr., April 4; to **Barbara Gegenheimer Hitt** and **Cary**, a daughter, **Laura Michelle**, May 12; to **Brenda Gail Lanier Cleary**, a daughter, July 28; to **Angela Lindsey Baker** and **Robert**, a son, **Brett**, last September; to **Catherine McConnell Holt** and **Michael**, a son, **June**, 8; to **Mary McLean Medlin** and **Reggie**, a son, **July**, 20; to **Carolyn Simpkins Turner** and **James**, a son, **June**, 15; to **Louise Wiggins Jordan**, and **Robert**, a son, this spring.

NEW ADDRESSES

Rosa Bolin Weaver, 2909 Second Ave., E., Tuscaloosa, Ala.; **Nancy Jewel Clark**, 112 Colony Apts., Chapel Hill; **Mary Alice Fox**, 2055 Las Palmas Ave., Hollywood, Calif.; **Patricia Gillette Raynor**, 1802 Gracewood Dr., Greensboro; **Paulette Jones Robinson**, 2939 Cedarwood Drive, Durham; **Elizabeth Miller Partin**, 89 Hildreth Pl., Yonkers, N. Y.; **Toni Oster Urban**, 1424 Pennsylvania Ave., Des Moines, Iowa; **Carolyn Parfit Henderson**, 539 Blendwood Dr., Charlotte; **Jeanne Pope Munday**, 4177 S. 4 Mile Run Rd., Concord Apts., Apt. 102, Arlington, Va.; **Patricia Powers Pierce**, Box 1153, Myrtle Beach, S. C.; **Linda Shoffner Isley**, Rt. 1, Box 225, Julian; **Janice Styons Hall**, 503 Palmetto Dr., Cary; **Elizabeth Thorn**, 7337 Fernbrook Dr., Apt. 304, St. Louis, Mo.; **Linda Tyndall Hanna**, 6306-D, Old Pineville Rd., Charlotte; **Kathryn Wirick Moore**, 110 Ridgewood Rd., Chesapeake, Va.

Vicky Baird Turbeville of 7633 Sunview Dr., Columbia, S. C., is a math teacher at St. Andrews Jr. High. **Annie Ivie Bennett** is working for Pacific Exchange System which supplies merchandise for the Army and Air Force exchanges in the Pacific. Her address: 95 Johnson Circle, Honolulu, Hi.

Betsy Leigh Bunting of 20B Stratford Hills, Chapel Hill, is a play therapist in the Dept. of Pediatrics at N. C. Memorial Hosp. Previously she was a caseworker at Children's Hospital in Phil. . . . **Terry Cooper**, who works in commercial interior designing at M. S. Ginn & Co., Inc., has moved to 6414 Woodbridge Rd., Alexandria, Va. . . . **Martha Curto Caldwell**, a teacher, has moved to 31 Soth, Leesburg Mobile Pk., Leesburg, Va.

Barbara L. Howell received her MS in Zoology at Rutgers Univ. in June and is working for Bio Science Information Service in Philadelphia (143 E. Durham St.). . . .

'67

Next reunion in 1972



Esther Sue Kanipe has been awarded a three-year National Defense Education fellowship to continue working toward a Ph.D. in history. Following graduation Esther was a Fulbright fellow at the Univ. of Toulouse in France and a Woodrow Wilson graduate student in history at the Univ. of Wisconsin. An article which she wrote concerning French children's literature, which is a portion of her Ph.D. dissertation, appeared in the summer issue of the *Yale French Studies*. She has been selected to appear in *Outstanding Young Women of America*, an annual bibliographical compilation to recognize young women between 21 and 35.

Patricia Macon Noble, a registered nurse, is living at 1020 S. W. 8th Ave., Gainesville, Fla. . . . **Linda Marlin Marshall**, her husband, who is sales manager for Peddler Steak House franchises, and son, **Edward**, born Oct. 7, 1968, have moved to Berkeley Cottage, Pinehurst. . . . **Jo Anne Moore Mangum** of 114 E. Pitt St., Tarboro, is a benefits coordinator with Hardee's Food Systems, Inc. . . . **Anne Muir Hudson's** husband, **Timothy**, received his navigator wings on July 23 and an "outstanding student" letter for a 95-plus average in flying and academics. They left for Norton AFB in San Bernardino, Calif., in August where **Timothy** will navigate the C-141 in MAC.

Paula Myrick Williams, is working on her MS in Chapel Hill, where her husband, **Benjamin**, a recent graduate of the School of Pharmacy, is continuing graduate studies. . . . **Barbara L. Satterfield** of 927 Carr St., Greensboro, is an art teacher. . . . **Andrea Swiss Miller**, of 13301 Adams Pl., Apt. 201, Laurel, Md. is employed by the Dept. of Defense. **Kathryn White Wrenn** of 507 Monroe Dr., Apt. 33, Woodbridge, Va., is an elementary school teacher.

MARRIAGES

Betty Lou Aycock and **Michael Ray Oxenden** on June 14. The bride is a teacher, and the bridegroom, employed by R. M. Butler & Co., is continuing studies in business administration. At home: 215-A McIver St., Greensboro.

Tina Elizabeth Autin became the bride of Richard Michael Nycum a year ago in August. The bride taught in Millingsport last year while the bridegroom attended Pfeiffer College. . . . Betsy Buford, who is working toward a master's degree in American history at UNC-CH, is one of the four summer interns who have joined the staff of sixth district Congressman Richardson Preyer of Greensboro. . . . Marie Colton Pelzer and her husband, who entered Vanderbilt Law School this fall, have moved to 4414 Iroquois Ave., Nashville, Tenn.

Mary Compton Civikowski (ME) had a short visit with her Greensboro parents between summer and fall terms at the Clarke School for the Deaf near Northampton where she teaches. Husband Bill, whom she met when both were at Burnsville's Parkway Playhouse, just received his MFA at Smith College and spent the summer in summer stock in Hartford, Conn. . . . Linda Cunningham Ware (4005 W. Fairfield Dr., Lot 94, Pensacola, Fla.) is teaching. . . . Audrey Frees Schnabel's husband, Paul, is president of the Key Co. of Greensboro. . . . Martha L. Greene, social worker in Gaston County, is living at Rt. 2, Box 39, Rutherfordon. . . .

Priscilla Ann Lassen of 833 North Ave., B-1, Macon, Ga., is with the Social Security Administration. . . . After completing work toward her MAT at Vanderbilt last summer, Kathryn Ritchie Jordan (203 Bowling Ave., Apt. 1, Nashville, Tenn.) taught in Two Rivers High School. . . . Melissa Shelley McDowell and her husband, Robert, a 2nd Lt. in the Air Force, are living near London, England, where Robert has been assigned to Chicksand RAF Station for three years. Their address: 6950th Security Group, Box 215, APO New York. . . . Lois Stevenson Miller (200 S. Mendenhall St., Apt. 2, Greensboro) is a graduate student at UNC-C. . . . Nancy Winstead Walker of 4808-C Bluebird Ct., Dutch Village Apts., Raleigh, is a medical technologist. . . . George Yandell Watson III, an airman with the U. S. Navy, lives at 2510 Briarwood Dr., Burlington.

MARRIAGES

Ava Lee Abernethy and Timothy Tniette Brendle on July 20. The bridegroom served in the Army and attended UNC-CH. The bride will teach in Catawba County schools.

Emily Douglas Bass and David Kennedy Fox, Jr., on June 7. The bridegroom graduated from UNC-CH and served two years with the Army including a tour in Vietnam where he received a Bronze Star. He entered law school in Chapel Hill in September. The bride is teaching in Hillsborough schools.

Hilda Ruth Brisson and Hubert Gore on June 7. The bride received her Master of Education degree from UNC-G on June 1, and the bridegroom received his BS from Wake Forest Univ. in August. Both are members of the faculty of St. Pauls schools. At home: 406 Wilkinson Dr., St. Pauls.

and taught school in Charlotte. The bridegroom is a student at Union Theological Seminary in Richmond where the couple lives.

Sandra A. Perry to Samuel Thomas Hicks, III on June 22. The bridegroom is employed by General Dynamics Corp. as an aerospace engineer in the Advance Radar-and-Air-to-Air Missiles Div. At home: 3823 W. 4th St., Fort Worth, Tex.

Lois Zena Poteet and Benjamin Lee Sill on June 28. The bride received her master of science degree in botany from NCSU in August. The bridegroom who received a master's degree from NCSU, is employed with Naval Ordnance Station at Indian Head, Md. At home: 9900 Palmer Rd., Oxon Hill, Md.

Carol Yvonne Roach and Robert Thomas Brown on June 28. The bride teaches at Huntingtonwone Farms Elementary School. The bridegroom attended UNC-C and is employed by R. B. Southworth and Associates, Inc. At home: 544-B Wakefield Dr., Charlotte.

Nancy Elaine Rogers to Brian Colburn Langley on June 22. The bridegroom, an alumnus of NCSU, is self-employed at Langley Construction Co. At home: 522 S. Fifth St., Smithfield.

Betty Simmons and Richard Nathan Wilkerson on June 8. The bride received her MAT from UNC-CH and taught in Chapel Hill prior to her marriage. The bridegroom, a Duke graduate, is employed by Proctor and Gamble in Cincinnati as an industrial engineer.

Martha Helen Simpson and James Edward Honeycutt on June 28. The bridegroom, an alumnus of Wake Forest, is a field engineer for Jones and Lamson Machine Co. The bride teaches at Ranson junior high school. The couple lives in Charlotte.

Mona Ruth Sorkin and Gerald Howard Shuman on June 8. The bride is a teacher in Atlanta, and the bridegroom attends Georgia State College. He has completed over four years with the U. S. Marine Corps. At home: 2194 Briarcliff Rd. N. E., Atlanta, Ga.

Sarah Abby Wicker to Edward Urie McCarty on June 21. The bridegroom is employed by Capitol Sewing Machines, and the bride teaches at Jackson Junior High. At home: 2200 Cornwells Dr., Greensboro.

BIRTHS

To Pamela Chappell Holthouser and Mike, a son, May 26; to Jane Elliott Melver Robertson and Arnold, a son, May 7; to Annie Lee Poston Lucas and Willis, a son, June 14; to Jacqueline Walker Pritchett and Carl, a son, July 22.

NEW ADDRESSES

Betty Jane Cooke, 240 Hasting Dr., Kernersville; Norma K. Davenport, ARC, USNH, FPO, San Francisco; Martha Johnson Schall, Apt. 24-D, Woodland Terr., Columbia, S. C.; Elissa Joyner Gouge, 2755 Berkshire Rd., Cleveland Heights, Cleveland, Ohio; Diana Lawrence, 334 E. 54th St., #3-R, New York, N. Y.; Susan Mehring Willets, 107 Jackson St., Mebane; Sandra A. Perry, 3823 W. 4th St., Ft. Worth, Tex.; Lois Poteet Sill, 9900 Palmer Rd., Oxon Hill, Md.; Nancy Rogers Langley, 522 S. Fifth St., Smithfield; Linda Winstead Orren, 103 Mango St., Apt. 1, Wahiowae, Oahu, Hi.; Gail Wright Taylor, Box 6, APO San Francisco, Calif.; Barbara Ann Yoder, Camp Yonohlossee, Blowing Rock.

Elizabeth Ann Barrow and Dr. Charles Richard Payling-Wright on June 28. The bridegroom graduated from the Univ. College School in London, Queens College at Cambridge, and Univ. College Hospital Medical School in London. He is a lecturer in the human genetics department at Univ. College. The bride recently received her master's degree at Northwestern Univ. Her mother is the former Elizabeth Perkins '43. At home: 5 Cholmeley Lodge, London N. C., England.

Mary Ann Blankenship and Anthony John Davies on June 7. The bride is a classics student in graduate school at State Univ. of N. Y. at Buffalo. The bridegroom received a B.A. from Wadham College, Oxford Univ., London, and is presently completing his Ph.D. in classics at State Univ. of New York. At home: 282 Parkdale Ave., Buffalo, N. Y.

Gayle Joyce Campbell and Philip Hunter McCorkle, Jr., on June 28. The bridegroom, a graduate of Wake Forest Univ., attended George Washington Univ. before joining the armed forces. The couple will be at home at Fort Hood, Tex.

Susan Virginia Eskridge and John Daniels Rose, III, on June 28. The bridegroom graduated from ECU and attended graduate school at Chapel Hill for one year. He teaches chemistry and physics in the Martinsville, Va., city schools. The bride taught in the Greensboro city schools for two years. At home: 202E Paul St., Collinsville, Va.

Annie Daughtery Flye and Raymond Charles Cullen on June 28. The bridegroom, an alumnus of VMI, is employed with Wheat and Co. Stock Brokerage in Richmond. Prior to her marriage, the bride taught in the Virginia Beach School System. At home: 2819F Hilliard Rd., Richmond.

Robin Gloria Futrell and Richard Newton Wright on June 21. The bride has taught first grade at Aycock School for the past two years. The bridegroom, a graduate of Wingate College, is employed by W. H. Stott & Associates. At home: Summerfield.

Sara Elizabeth Halsey and Walter Warner McMillan on June 7. The bridegroom attended Lees-McRae Junior College and graduated from Appalachian State Univ. The bride teaches at Allegheny High at Sparta where the couple will live.

Dottie Warren Howard and Crady Eugene Rowland on July 11. The bride is employed as a social worker for N. C. Vocational Rehabilitation Commission. The bridegroom, a graduate of Bowling Green College, is employed as zone manager for International Harvester Co. in Greenville.

Francine Johnson and Stephen Cecil Ewing on June 7. Both the bride and bridegroom are Ph.D. candidates in bio-mathematics at NCSU.

Martha Elizabeth Lawing and Douglas Lee Price on July 12. The bridegroom attended Capital Univ. and is stationed with the Air Force at Patrick Air Force Base. The bride teaches in Merritt Island, Fla., where the couple will live at Embassy Apts.

Linda Ella Laycock and Ronald Wesley Floyd on May 31. The bride is a staff nurse in the intensive care unit of Moses Cone Hospital, and the bridegroom received a degree in August from UNC-CH. At home: 1137 Church St., Apt. B-6, Greensboro.

Alice Ray Lewis to Gerald Lawrence Niece on May 24. After graduating from UNC-C, the bride attended Presbyterian School of Christian Education in Richmond

Cynthia Ann Brown and Douglas James Hodgkinson on June 10. The bridegroom received a bachelor's degree from Hull Univ., Hull, England, and a master's degree from the Univ. of London. The bride plans to teach Spanish in England. At home: 104 St. James Rd., Northampton, Eng.

Marcia Lynn Edmondson and Ronald Julian Lashley on August 2. The bride teaches English at Southeast High School. The bridegroom, an alumnus of Guilford College who served 2 years in the Army, is a quality control technician for Joseph Schlitz Brewing Co. At home: 1801 W. Market St., Greensboro.

Terry Elaine Fish and James Robert Diferender on June 22. The bridegroom, who attended NCSU, is department head at First Union National Bank Operations Center in Charlotte. The bride is a teacher in Monroe. At home: Jamestown Apts., Charlotte.

Roena Virginia Gallimore to Robert Lee Hindman on June 21. The bridegroom, an alumnus of the Univ. of Kansas who received a master's degree from Purdue Univ., is employed by Phillips Petroleum Co. At home: 500 S. Shawnee St., Apt. 7, Bartlesville, Okla.

Patricia Anne Gower and Stephen Daniel Gorham on June 15. The bride teaches in Winston-Salem. The bridegroom is a graduate of ECU. At home: Tranquil Ct., Bethania Station Rd., Winston-Salem.

Dawn Elaine Hamilton to James Stanton Murchison on June 14. The bridegroom, an alumnus of Presbyterian College, served for two years in the Peace Corps and teaches in the Cabarrus County Schools. At home: 3730 N. Sharon Amity Rd., Apt. D-2, Charlotte.

Annette Bradley Heywood to Anthony Nicholas Fragola on July 7. The bride has been director of music at the N. C. Advancement School in Winston-Salem. The bridegroom, an alumnus of Williston Academy and Columbia Univ., who is completing his master's degree at UNC-CH, teaches English and Italian at the N. C. School of Arts and Italian at UNC-G. During the summer he taught in Asola, Italy. At home: 3807 Overland Heights, Greensboro.

Janet Elizabeth Hill and Eugene Anthony Frekko on June 28. The bridegroom graduated from NCSU and received his master's from Duke. He is an electrical engineer engaged in research and development on radar and missile systems for the Dept. of the Navy at Johns Hopkins Applied Physics Laboratory in Silver Spring. The bride teaches science in Silver Spring. At home: 555 Thayer Ave., Silver Spring.

Janice A. Hinchliffe and William Larry Clay on June 29. The bridegroom, an alumnus of UNC-CH, is a junior accountant for Strand, Skees, Jones and Co., and the bride is employed by Interiors by Joanne. At home: 4736 Brompton Dr., Greensboro.

Mary Ann Holleman and Larry Irvin Denny on June 14. Both are graduate of UNC-G. The bride is a food counselor for the N. C. State Board of Health. The bridegroom teaches at Morehead School. The couple will live in Greenville.

Edwina Elaine Holley and Pinkney Moses on June 28. The bridegroom, who attended A & T Univ. and worked as a cost analyst, is serving as a military policeman with the 759th M. P. Battalion. The bride is a personnel manager for American Tel. & Tel.

Co. in New York City. The couple lives in New Jersey.

Christina Lavinia Long to William Emory Smyth on June 20. The bride is an exhibiting member of the Charlotte Artist Guild. The bridegroom, a graduate of Davidson College, is teaching English at Darlington School in Rome, Ga. His mother, the former Julia Pepper '43, graduated from UNC-G in 1943, and his father is UNC-G's Dean of Students.

Rebecca Carlene Lynn and Robert Arthur Crisp on June 7. Both the bride and bridegroom, an alumnus of Appalachian State Univ., teach in the Gaston County school system. The couple live in Gastonia.

Eleanor Elizabeth McCallus and Jack Wayne Parsons on June 28. The bridegroom graduated from Wingate Junior College and is a senior at UNC-G. The bride is a fourth grade teacher at Hunter School in Greensboro. At home: 3706-B Flint St., Greensboro.

Dana Elaine Newman and Lt. Steven Victor Sigmon of the U. S. Army on May 17. The bridegroom, a graduate of Catawba College, served with Army Engineers at Ft. Belvoir, Va., prior to his present assignment in Germany where the couple lives.

Judy Paulette Newton and William Scurry on June 7. The bridegroom, a graduate of UNC-CH, is employed in the general audit dept. of Wachovia Bank in Winston-Salem. At home: 2425 Queen St., Winston-Salem.

Betty Lou Peterson and Glenn Wayne Jones on June 14. The bridegroom who attended NCSU is enrolled in Veterinary School at the Univ. of Ga., Athens, where the couple are living.

Kathryn Imogene Pritchard and Marion Hinson Smith, Jr., on June 22. The bridegroom, a graduate of UNC-CH with a master's degree from USC, is employed by Southern Bell Telephone. The bride's mother is the former Imogene Cashion '41, and her grandmother is the former Katherine Rockett '14. At home: 4940-M Hunt Club Rd., Winston-Salem.

Margaret Wellford Ridenour and Benjamin Phillip Adams III on June 28. The bride has been employed as a commercial interior designer with Miller's Inc., in Charlotte. The bridegroom, an alumnus of Wolford, is a salesman for U. S. Plywood. At home: 3912 E. Providence Rd., Charlotte.

Kathryn Sue Ritchie and Raymond Craig Jordan on June 22. The bride received her MAT in August from Vanderbilt where the bridegroom, a graduate of Greensboro College, is a divinity school student. The couple live in Nashville, Tenn.

Margaret Elizabeth Royal and Carlton Holmes Berry on July 13. The bridegroom is a graduate of Emmanuel College and the Univ. of Ga. He is vice president of Berry Shoes, Inc., and the bride is an elementary teacher in Fayetteville city schools. At home: 1046-B Elm St., Fayetteville.

Mary Diane Scarborough to John Nicholas Faircloth on June 22. The bridegroom is a manufacturer's representative for J & B Associates, and the bride is a home economics teacher. At home: 3200-C Trent St., Greensboro.

Brenda Allen Sigmon and Norris Franklin Buff on June 8. The bridegroom is a graduate of Atlantic Christian College.

Bonnie Gayle Simmons and Bobby Wilson Brewer on June 21. The bride teaches English in Danville, Va. The bridegroom attended Gardner-Webb Junior College and

is employed by the U. S. Post Office. The couple live in Yanceyville.

Jeanette Maire Smith and John Riley Black III on June 22. Prior to entering the teaching field, the bride was a United Air Lines stewardess. The bridegroom, a graduate of UNC-CH, is director of instrumental music in Orange County high school. At home: Rt. 2, Hillsborough.

Terry L. Sprinkle to John R. Williams on April 6. The bridegroom is in school in Westwood, Calif. They live at 10912½ Wilshire Blvd., Los Angeles.

Lois Jean Stevenson and Darwin Wallace Miller II on July 26. The bridegroom, who attended Kutztown State Teachers College and served with the Army in Germany for two years, is a draftsman for Beaman Corp. The bride is a library assistant at UNC-G.

Sherry Ann Vesekis and Jay Norwood Howard II on June 13. The bride did graduate work in Greek and Latin at State Univ. of N. Y. and will teach Latin in High Point. The bridegroom also graduated from UNC-G and received his MA at Ohio State Univ.

Lyndia Terri Yarborough and Jeffrey Scott Honeycutt on June 22. The bride teaches in Newton, and the bridegroom, an alumnus of UNC-CH, works as Carnation Co.'s territorial manager. At home: 253 16th Ave., N. E., Colony House Apt. 2, Hickory.

NEW ADDRESSES

Carolyn Bailey Campbell, 149 Carfield Ave., Apt. 1, New London, Conn.; Dianne Bethune, 1500 Green Oaks Lane, Apt. 1, Charlotte; Robin Buck Dunlap, 233 Rosa, San Clemente, Calif.; Elizabeth F. Buford, 201 Furches St., Raleigh; Betsy Calberson, 1518 Adams St., Madison, Wisc.; Elizabeth Ann Eatman, Box 86, Bailey, N. C.; Sheila Gilliam Mitchiner, 7-H Parliament House Apts., 2006 Trail 2, Burlington; Cecile E. Harris, Box 506, Walterboro, S. C.; Jane Gragg Lewis, 712-E Northland Rd., Cincinnati, Ohio.

Catherine E. Hargrove, 614 Airport Rd., Chapel Hill; Ann Hayes Tate, Apt. 208 Trafalgar East, 5300 Post Rd., E. Greenwich, R. I.; Emily Charlene Keeling, Peace Corps, c/o American Embassy, Kabul, Afghanistan; Georgia Knight Richards, 4329-E Hathaway St., Charlotte; Barbara Lawton Brinson, 107-C Northgate Ct., High Point; Betty Carol Scott Dean, 3202-A Trent St., Greensboro; Carolin Walden Scherer, c/o SP/5 Allen E. Scherer, HHID Co., 11th Sig. Bn., APO New York.

'69

Next reunion in 1974

Carlyn Abbott of Asheville was one of three girl vocalists with an eight-member combo which toured Europe and Central America during the summer, playing to Navy enlisted men's clubs. The combo was flown on Navy planes for a two-and-a-half month tour. . . . Martha Allen Andrews of 2310 Golden Gate Dr., Greensboro, teaches. . . . Linda S. Alley is teaching first grade at Mineral Springs elementary school in Winston-Salem. Her address is: 4430 Ogburn Ave. . . . Teaching in Mecklenburg county schools is Pamela C. Allison of Rt. 1, Box 200, Huntersville. . . . Sara Andrews

Wilkins (1104 Meade Drive, Greensboro) teaches. . . . **Gloria Jean Anglin** of 3104-B Summit Ave., Greensboro, teaches piano and is a part-time graduate student at UNC-G.

Nancy Ashcraft Noles (204 S. Main St., Monroe) is teaching at Monroe Middle School. . . . **Linda Jane Atkinson** (134C Ephesus Ch. Rd., Apt. #1, Chapel Hill) is a medical technology trainee for N. C. Memorial Hospital. . . . **William Atkinson, Jr.**, is working in the cost dept. of Burlington Industries' Pacific Mills Division. His address: 101 Reaves St., Raeford. . . . **Susan Janice Baker**, a production artist at First National Bank of Atlanta, lives at 158 Peachtree Circle, Atlanta. . . . **Marilyn A. Barchauski** (1320 Berlin TPK #319, Wethersfield, Conn.) is a graduate student. . . . **Diana B. Barefoot** (4638 Mockingbird Dr., Wilmington) is working for VISTA. . . . **Elizabeth Barnes Sappenfield** (Box 953, Clarksville, Va.) is a Burlington Industries Personnel Officer. . . . **Helen L. Barnes** (Rt. 8, Box 886, Greensboro) is a copywriter for WPMY-TV.

Robbie Barr Kale is teaching at Winterfield School in Charlotte where she lives at 5015 Malibu Dr. . . . **Mary Elizabeth Barton**, an interior designer for Design Assoc. Interiors, lives at 517 Hillwood Cr., Greensboro. . . . **Jane Suzanne Bauerfeld** is a med. tech. at the National Institutes of Health in Washington. Her address: 4353 Warren St., N. W. . . . Permanent address for **Caynelle Helen Baynes**, graduate student in dramatic art, is 1124 Forestdale Dr., Salisbury. . . . **Sharon Beane Russell** (2715 Rockwood Rd., Greensboro) is teaching. . . . **Patricia D. Beck**, a secretary for Bond Dept. of NCNB in Charlotte, lives at Eastcrest Apt. L-4, Eastcrest Dr.

Janice C. Becker is in graduate school in Chapel Hill. Her address: 544 Craige Dorm, UNC-CH, Chapel Hill. . . . **Elizabeth A. Benbow** of Chatham Hall, Chatham, Va., is teaching. . . . **Frances A. Bennett** is a teaching fellow (maths) and graduate student at UNC-G. **Priscilla Bingham Durkin** of Rt. 3, Old Lystra Rd., Chapel Hill, is a medical secretary. . . . **Patricia A. Bivins**, social worker, has moved to 1707 Avondale Dr., Durham. . . . **Patricia Jo Boone** of 400 Nottingham Dr., Charlotte, plans to continue graduate school studies this fall. . . . **Suzanne Boykin Carver**, teacher, has moved to River Oaks Apts. No. 23, 1 Union St., Selma, Ala.

Patricia J. Braswell is living in Grogan Hall (Box 3230) while enrolled in a graduate program on campus. . . . **Harriet Jane Bridges** of 3 Oak St., Belmont, is a social worker for the Mecklenburg County Welfare Dept. . . . **Danita C. Brigran** of 109 North East Ave., Kannapolis, is a social worker for the Cabarrus County Dept. of Social Services. . . . **Rita D. Britt**, a health teacher in high school, lives at 768 Oyster Point Rd., Apt. 9G, Newport News, Va. . . . A financial analyst for Winchester-Western, **Sally Ann Brotton** lives at 275 Winchester Ave., New Haven, Conn. . . . **Bonita L. Brown**, employed by Danville public school system, lives at 250 Randolph St., Danville, Va. . . . **Cornelia Diane Brown** of 2507 Spruce St., Greensboro, is a teacher.

Cynthia L. Brown, a professional management trainee in Richmond, Va., lives at 3528 E. Richmond Rd., Apt. 23. . . . **Nancy Brown Seidel**, a legal secretary, is living at 2512 Hampstead, Wichita Falls, Tex. . . . **Patricia Ann Bullen** is teaching in James-

town schools. Her address: 2620 Springwood Dr., Greensboro. . . . **Judy Bullins Morgan** of Rt. 1, Box 113, Sophia, is a business teacher at Asheboro High School. . . . **Carolyn E. Burnette** of Rt. 2, W. Carolyn Blvd.; Clyde, is a law student at Wake Forest. . . . **Evelyn Caldwell DuBoise, Jr.**, a social worker for Orange County, lives at 328 Clark St., Durham. . . . **Rebecca Caldwell Brown** (3003-A Overton Dr., Greensboro) is a teacher.

Judith Cannon Araman (1668 Westbrook Cir., Gastonia) is teaching English while her husband is in the Army. . . . **Carolyn Carter Small**, file clerk at Univ. of Ky., is living at 156 Lakeshore Dr., Apt. 35, Lexington, Ky. . . . **Judy Causey Curtis** is living in Denver, Colo., where her husband is stationed with the Air Force. She hopes to teach this fall. . . . **Susan K. Chandler** is an assistant home economics agent working with the 4-H clubs. Her address: 615A E. Wade St., Wadesboro. . . . **Myrtle S. Chaney** of Petersburg, Va., teaches. . . . **Rebecca Church Solomon** of 503-D Kenilworth Ct. Apts., Kenilworth St., Greensboro, is teaching ninth grade math at Western Guilford.

Kaye Coates Daniel has accepted a position as director of the kindergarten-day care center at Univ. Baptist Church in Chapel Hill. . . . **M. Jean Cobb** is an elementary teacher in the Charlotte-Mecklenburg system. . . . **Wrenn Karen Conrad Shuler** (Brier Creek Apt. 8, Lewisville) teaches in the Winston-Salem schools. . . . **Judy Kay Cook** of 368 Harden St., Burlington, teaches in the Burlington City Schools. . . . **Helen A. Cosgrove** of 402 S. Mendenhall St., Greensboro, is a student. . . . **James Michael Cowbig** is working at Sears until he begins active duty in the Navy. His address: 1019 Jefferson Rd., Greensboro. . . . **Annette Cox** is a graduate student at UNC-CH where she may be reached c/o 553 Craige Hall.



Linda Cox makes the news recently in her search for an olive green swamp parka and black knee-high boots, strange garb for a university graduate on her first assignment—but not when the assignment is with the American Red Cross in Vietnam. **Linda** found both parka (at the Fort Bragg Commissary) and boots (at a Greensboro department store) and at the moment is putting both to use somewhere in South Vietnam where she was assigned in mid-June. Her address: c/o A.R.C. Clubmobile unit, 25th Infantry Div., APO San Francisco, Calif. . . . **Nellie Craig Coward** of 1905 Whitman Rd., Greensboro, is a mother and teacher. . . . **Sally D. Crockett**, who teaches math in Martin county schools, lives at 1010 W. Main St., Williamston. . . . **Julia Crowell Williams**, a teacher in Lexington city schools, lives at Rt. 7, Lexington.

Annette W. Davis, a teacher, may be reached c/o Box 36, Albemarle. . . . **Mary Josephine Delaney**, graduate student, is living in the graduate dorm on campus (Box 504, N. Spencer Annex). . . . **Hugh Dorsey Dial, Jr.**, of 108 Palaside Dr., N. E., Concord, is teaching at Cabarrus Academy. . . . **Mary Dickerson Swiger**'s permanent address is 1012 Carolina St., Greensboro. She and her husband have moved to Maine where he is in graduate school. . . . **Sammy Franklin Doyle** is a music coordinator in Northampton county schools. His address is 410

N. 3rd Ave., Mayodan. . . . **Sandra Dunn** of 315 Maple St., Pageland, S. C., is a home economics teacher. . . . **Rosa Palmer Durban** taught for Headstart during the summer and planned to enter Emory Univ. this fall. Her address: Box 422, Aiken, S. C.

Nancy Karen Dwigins of 1406F Eastcrest Dr., Charlotte, is teaching. . . . **Leona B. Eason** of 1237 Birch St., Rocky Mount, is an English teacher. . . . **Joyce Edwards Brown** of 22-B Stratford Hills Apts., Chapel Hill, is a claims dept. supervisor for N. C. Blue Cross & Blue Shield. . . . **Barbara Eford**, organist, is living at 1304-B Summit Ave., Greensboro. . . . **Harriette Ellis Cox** of Box 52, Stanley, teaches. . . . **Donna Lee Endicott** of Maple Ct., Apt. E, 611 Maple Ave., Reidsville, is a home service advisor for Duke Power Co. . . . **Joyce Evans Baker** of 5700 Arlington Ave., Newport News, Va., teaches the mentally retarded. . . . **Cynthia E. Farrell** is a controller for Mobil Oil Co. in Philadelphia, Pa., where she lives at 7013 Louise Rd.

Phyllis Ann Fields of Rt. 1, Box 13-A, Climax, is teaching. . . . **Linda Carol Fisher** is assistant to the dean at Greensboro College. She is living at Rt. 3, Box 133, New Garden Rd., Greensboro. . . . **Karen Janet Fling**'s permanent address is 4425 Burlington Pl., N. W., Washington, D. C. She and her UNC-G roommate, **Jeri Mathis**, traveled in Europe from July thru Sept. 6. . . . **Johnny Foster Cooke**, who is living in Wilmington, is a speech therapist. . . . **Joyce Gail Fowler**, a graduate student at UNC-CH last year, will teach in Charlotte schools this fall. Her address: Rt. 2, Monroe. . . . A teacher in the Thomasville city schools, **Reba Kay Fowler** lives at 200 Forest Dr., Thomasville. . . . **Pat L. Frazier**, who works in an accounting office, has moved to 204 Druid Hills Dr., Lexington.

Janet Lee Freeman's permanent address is 924 S. Hawthorne Rd., Winston-Salem. She is a graduate student in Library Science at Geo. Peabody College for Teachers in Nashville, Tenn. (North Hall). . . . **Lela M. Freeman** is an account executive in radio advertising. Her address: 956 S. Club House Rd., Kings Arms Apt., Virginia Beach, Va. . . . **Trudy D. Freeland**, a teacher, lives at Rt. 2, Marshville. . . . **Pamela Freeze Yarbrough** of Box 974, Wake Forest, is teaching. . . . Working in the accounting dept. of General Electronic Corp. is **William R. Fullington** of 703 Scherm Rd., Apt. 19A, Owensboro, Ky. . . . **Nancy Gabis Levine** (teacher) has moved to 718 Mize Rd., Apt. B4, Lexington. . . . **Betty Ruffin Garner**, a graduate fellow at UNC-G, lists her permanent address as Box 418, Morehead City.

Linda Gentry Rapp, a teacher, has moved to Rt. 4, Hickory Tr. Rd., #9, Winston-Salem. . . . **Gail Geringer Hodgson** of 1109 Hutton St., Winston-Salem, is teaching school. . . . **Betsy Gobble Hodgson** (Box 553, Coolemeek) teaches at Davie High School. . . . **Ingrid Rose Godwin** of Rt. 5, Box 170, Goldsboro, teaches in the Raleigh city schools. . . . **Jane Goldsmith** (Box 723, Marion) is an artist-illustrator in Raleigh. . . . **Avis Kay Goddard**, a piano teacher, plans to begin work on her masters. Her address: 3715 Manor Dr., Greensboro. . . . **Mary E. Gottschall** of 2512 Yow Road, Greensboro, is a teacher in Summerfield schools.

Sandra Leigh Graves of Rt. 2, Rural Hall, is an employment interviewer for the

Empl. Security Comm. . . . Lydia Bryant Green, a teacher, lives at 22 Ferndale Dr., Statesville. . . . Sylvia Greene Faulk (616 1st Ave., N., Surfside Beach, S. C.) is an instructor and teacher at TEC Center in Myrtle Beach, S. C. . . . Meg Gregson Inman, a teacher, has moved to 133-3 Jarrett Apts., Laburnum Ave., Richmond, Va. . . . Mary Hall Beam, med. tech. at Fairview Hospital resides at 20120 Larrin Rd., Fairview Park, O. . . . Dovie Melinda Hamrick is a caseworker for the Moore County Welfare Dept. Her address: Apt. 8, Town House Lodge Apts., 210 N. May, Southern Pines. . . . Shirley June Hare, a high school math teacher, lives at Rt. 2, Box 94, Robbins. . . . Alice King Harley is a day care center manager in Richmond, Va., where she lives at 2605 Hungry Springs Rd.

Jennifer Harsey Auten of Rt. 4, 727 Chateau Apts., Chapel Hill, is a school-teacher. . . . Lois Hartsoe Bare of Rt. 2, Box 103D, Boone, is a graduate assistant at Appalachian State Univ. . . . Barbara Sue Hayworth (Casilla 2121, Santiago, Chile) is studying at the Univ. of Chile under a Fulbright Scholarship. . . . Pamela Helms Embler is teaching at Northwest Guilford High School. Her address: Forrest Park Apt. #3, High Point. . . . Beverly C. Herndon, a kindergarten teacher, lives at 4915 Greenbrier Ave., San Diego, Calif. . . . Brenda Sue Hill, a teacher, has moved to 4109 Faison avenue, Fayetteville. . . . Carolyn Dianne Hill of 113 Oakdale Dr., Hendersonville, teaches. . . . Cheryl Wynn Hilton of Rt. 1, Box 414, Pineville, is a secretary.

Martha Hines, a teacher, may be reached c/o Defense General Supply Center, Richmond, Va. . . . Jean E. Hitchcock of Rt. 4, Box L417, Greensboro, teaches. . . . Karen Hite Watson in enrolled at UNC-CH in the masters degree program. Her new address is 311 W. Rosemary St., Chapel Hill. . . . Anne Rae Hodgins Gray, home econ. teacher, lives on Rt. 5, Box 206, Asheboro. . . . Barbara Hoffman Curtis of Rt. 2, Box 349, Cherryville, teaches. . . . Eleanor Inez Holder visited her sister, a Navy nurse, in Spain during the summer. Her permanent address is 211 Meadow St., Waynesville. . . . Helen Holt Forrest, typist for the N. C. State Commission on Higher Education, has moved to 2248 The Circle, Raleigh.

Joan Honeycutt Rinehardt of 1300-D Eaton Pl., High Point, is a business education teacher at Allen Jay High School. . . . Nancy C. Honeycutt of 177 66th St., Va. Beach, Va., is teaching music at Aragona Elementary School. . . . Sarah Louise Horton, a nursing student at UNC-CH, is living at 2403 Prince St., Durham. . . . Judy Houlthouser, a teacher at Chowan School, resides at 1300 W. Main St., Elizabeth City. . . . Linda-Margaret Hunt, a graduate student, is living in South Spencer Dorm on campus. . . . Mary Ingle McAdams, a teacher, lives at 2118A Carroll Dr., Raleigh. . . . Mary Elizabeth Israel of 211-A Morehead Ave., Greensboro, is a secretary for a law firm. . . . Barbara J. Jackson of Morgan St., Roxboro, is a high school English teacher.

Jane Ellen Jackson of 2713 C Dorchester Pl., Charlotte, is a teacher. . . . Laura E. Jackson, a secretary for Burlington Industries in Greensboro, lives at 105 E. Avondale Dr. . . . Emille Jarrett Regan of 2401 Denise Dr., Greensboro, is a secretary for IBM. . . . Carol Joines Smarr is living in Burlington and commuting to graduate school in Chapel Hill. Her husband, Roger,

works with air pollution control for the county health dept. . . . Sally P. Jordan, a medical technology student at the Medical College of Va., lives at 107 Toubridge Rd., Richmond, Va. . . . Elizabeth Anne Joyce (621 Welsh Pl., Fayetteville) worked as a waitress during the summer. . . . Frances O. Justice, a teacher, lives at 1718 Walker Ave., Greensboro. . . . Susan Kearns Chandler of Asheboro is an economics extension agent.

Mary Emily Keetch is a graduate student (geography) at the Univ. of Va. Her address: 116 Davis Newcomb Hall Station, Charlottesville, Va. . . . Catherine F. Keith, a teacher, has moved to 1917 Creasy Ave., Wilmington. . . . Jane E. Kelley is an interior designer for Style Craft Interiors in Durham. Her mailing address is Box 1321, Chapel Hill. . . . Elizabeth Kester Doyle (3204 Apt. F Palms Apts., Greensboro) is a teacher. . . . John H. Kirkman of 807-B Cadd Rd., Hixson, Tenn., is an international labor organizer for Retail Clerks International Assn. . . . Betsy Kite O'Neill (Box 924, N. Wilkesboro) is an Electric Living Specialist. . . . Mary Lamar Simpson, an Army physical therapy student, may be reached as follows: 2nd Lt. Mary Simpson, 244-76-7917, C20C #1, Box 206, MPSS, Ft. Sam Houston, Tex.

Rebecca Lanier Lawson of 735 Anson St., Apt. C-27, Winston-Salem is teaching in Forsyth county schools. . . . Shirley Lassiter Speight (Box 153, Gatesville) teaches math. . . . Carolyn Laughter Mintz (4916 E. Funston, Wichita, Kansas) is a laboratory technician. . . . Barbara Lee Phillips of 804 Willowbrook Dr., Greensboro, teaches. . . . Associated with KTSa Radio is Paula Diane Legrand of 6 N. E., Rd., Randolph AFB, Tex. . . . Jane Leonard of 3401 Yanceyville St., Greensboro, teaches. . . . Iris Maxine Levin is a social science analyst with the U. S. Dept. of Agriculture. Her permanent address: 609 E. Beech St., Goldsboro. . . . Janice Anne Lewis, a graduate student, teaches one course at UNC-C. She is living at 802-B Westover Terr., Greensboro.

Teaching English at Anson high school is Katherine Anne Lewis of Barker Apts. No. 5, 510 Morven Rd., Wadesboro. . . . Robert W. Liechauer is employed by Civic Southern Factors in High Point where he lives at 2505 Williams St. . . . Ellen Jane Lichtman, who works for A. T. & T.'s engineering and computer dept., lives at 400 E. 77 St., New York, N. Y. . . . Herman E. Lillard is an airman with the U. S. Air Force. His permanent address: Rt. 3, Box 3, Eden. . . . Brenda Kaye Lineback of 3732 Ebert St., Winston-Salem, is an arts and crafts teacher. . . . Employed by First Citizens Bank in Raleigh, Beverly Jean Lyerly is living at 118 S. Boylan St. . . . Pamela Marion Myers of 305 Homestead Ave., High Point, is teaching.

Sally R. Markham of 7600 Foxhall Lane, Apt. 3212, Richmond, Va., is an "apprentice" buyer for Thalhimers. . . . John R. Martin of Yorkshire Arms, Apt. H/6, Salem Rd., Burlington, N. J., is an asst. programmer for R.C.A. Inc. . . . Sandra Martin Taylor of 23 Lakeview Ct., Rt. 2, Chapel Hill, is a secretary for the School of Education at UNC-CH. . . . Linda Mason Southerland is living at 43 Tarheel Trailer Ct., Chapel Hill. She is teaching math in Durham. . . . Alina Matkovic, a graduate student, has moved to 3408 Kirby Dr., Greensboro. . . . Nancy Matthews Adams, who teaches home economics in Durham, lives at 915 Park

Ave. . . . Vickie McCann Brinkley, social worker, is living in Milton (Box 5). . . . Billy R. McCormick of 812 Daleview Pl., Greensboro, is a bank examiner for the Federal Deposit Insurance Corp.

Elizabeth E. McElwee is a graduate student at UNC-CH in the Library Science School. . . . Shearon McIntosh Cline of Apt. K, Box 2011, Maywood Rd., Greensboro, is a teacher. . . . Cathy June McLeod, teacher, has moved to 405 Helen St., Kannapolis. . . . Betty Sue McRary of Rt. 3, Box 308, Conover, is a librarian. . . . Cynthia Ann Neier of 713 S. Atlantic Ave., Va. Beach, Va., is teaching in Chesapeake. . . . Mary P. Meleton of 931 Walker Ave., Apt. 3, Greensboro, is a claims processor for an insurance company. . . . Patricia Mickelsen of 111 McIver St., Greensboro, is a medical technology trainee at Cone Hospital. . . . Margaret Milam of 617 Hollis Rd., Charlotte, teaches. . . . Nellie Miller Hollifield teaches. She may be reached c/o Mrs. James McFarland Hollifield, Lincolnton. . . . Virginia C. Moffitt of Rt. 3, Asheboro, is a graduate student.

Mary Lynnette Moore, a teacher, lives at 1500 Ardly St., Parkway Terr. Apts., Apt. L, Winston-Salem. . . . Gladys Morgan Vitelli of 704 Trail 1, Burlington, is a librarian. Her two sons are 18 and 14. . . . Donna E. Morris of 3010 W. Sedgewick Dr., Greensboro, is a graduate student at UNC-C. . . . Doris Ann Morris, a teacher, lives at Rt. 2, Box 350, Randleman. . . . Katherine Mullis Dew, medical technologist, has moved to 403 S. Greensboro St., Carrboro. . . . Betty Murphy Stanley of 227 Orchard Hills, Salisbury, is music director for North Rowan junior and senior high schools. . . . Leslie Ann Myers of 194 Washington St., Apt. 314, Hartford, Conn., is a junior executive trainee. . . . Martha Myers Joyce is a rug designer and lives at 405 Carter, Eden.

Martha Naylor Jobe of 2626-10 Greensbrar Apts., Burlington, teaches. . . . Clara Noah Huffine (Rt. 2, Elon College) is a division manager for the Draperies and Decorator Studio of Sears in Burlington. . . . Linda Joan Noah, artist, has moved to Rt. 3, Box 646, Graham. . . . Sandra Lee Oliver, a social worker, lives at 306 Riverside Dr., Southport. . . . Gail Sharon O'Rourke (1066 Eddie Dowling Highway, Rt. 2, Woonsocket, R. I.) is a business teacher. . . . Carolyn Ozment McKinney teaches first grade at General Greene School. Her address: 3700-A Manor Dr., Greensboro. . . . Linda E. Packard of Rt. 3, Shelby, is an English teacher. . . . Katherine B. Parker (304 Northbrook Dr., Raleigh) is a teacher. . . . Elizabeth Ann Parks of 111 Montecito, 3939 Wake Forest, Raleigh, is a social worker with N. C. State Dept. of Mental Health. . . . Wanna S. Pendergraft of 615 N. 4th Ave., Mayodan, is teaching.

Suda Katharine Perry Everhart is in Germany with her husband. Her address: c/o Sp. 4 William P. Everhart, U. S. 239729636, H. & H. Co. 2nd Bn, 54th Inf. APO New York. . . . Virginia M. Peter has moved to 307-4 Ransom St., Chapel Hill, where she is a graduate student in bio-chemistry. . . . Linda Ann Pickens taught home economics in Rowan County last spring. Her home address is 1323 Goodwin Ave., Charlotte. . . . Jack Pinnix is one of four summer interns who have joined the staff of sixth district Congressman Richardson Preyer of Greensboro. . . . Marie A. Polex of 3824 Lawn Ave., Western Springs, Ill., is teaching.

Susan Porto's permanent address is 591 Jackson Ave., Westwood, N. J. In July she became a Vista Volunteer in Denver, Colo., assigned for 1 year to an Indian reservation in the north central region of the U. S. . . . **Jane Pratt Harmon**, teacher, has moved to 1103 Jefferson St., Roanoke Rapids. . . . **Patricia Renfro Anthony** of Briar Creek Apts., Box 174, Lewisville, teaches. . . . **Patricia Rice Wolf**, teacher, is living at 237 Solano N. E., Albuquerque, N. M. . . . Working for W. & J. Sloane as an interior designer is **Jean B. Richardson** of 3516 S. Forest Dr., Arlington, Va. . . . **Margaret N. Riddick**, teacher, lives at 611 W. Lane St., Apt. 4, Raleigh. . . . **Martha Robinson Long**, teacher, may be reached c/o her husband, Lt. (j.g.) **William Alton Long, Jr.**, VAW-121 Naval Air Station, Norfolk, Va.

Pamela S. Rogers of 425-N. Peace Haven Rd., Winston-Salem, is a cost accountant with the Hanes Corp. . . . **Virginia L. Rogish**, a teacher, lives at 619 Muirs Chapel Rd., Greensboro. . . . **Patricia Rouse Browder** is an interior designer for Alfred Williams Co. in Raleigh. At home: 512 Phelps Ave. . . . **Patricia W. Sapp** of 125 N. Poplar St., Winston-Salem, is a student. . . . **Claudia Lee Sawyer**, teacher, lives at 3202 Trent St., Apt. G, Greensboro. . . . **Sue Linda Schultz** of 111 Roseld Apts., Deal, N. J., teaches. . . . **Judy Scott Rierson**, teacher, lives at 2206 Sherwood St., Greensboro.

Judith Self Johnson is with her husband, James, in Germany. Their address: SP/4 James H. Johnson, H.H.C. 59th Ord. Gp. Concenter, APO N. Y. . . . **Linda Irene Shipman**, a trainee in Schiffman Jewelers' executive training program, lives at 1 Green Briar Rd., Asheville. . . . **Vicki Shoe Honeycutt**, an English teacher, may be addressed at P. O. Box 567, Mt. Pleasant. . . . **Judy Simmons Edwards**, interior designer, is living at 2530 Fernwood Dr., Greensboro. . . . **Jane Sjogren Fitch**, whose husband is an ensign in the Navy, lives at Tahitian Village, 1100 Seagate Ave., Apt. 187, Neptune Beach, Fla. . . . **Lynda Pauline Sloan**, a vocational home economics teacher, lives at Rt. 1, Olin.

An interior designer for Country Furniture in High Point, **Judy Smith Townsend** is living at 509 Overlook St., Greensboro. . . . **Sylvia Gail Smith** (Box 323, Walnut Cove) is an auditor trainee for Wachovia Bank & Trust Co. . . . **Donna Snider Munn** of 202 E. Lake Dr., Greensboro, teaches at Northeast Guilford Jr. High. . . . **Carmen Dianne Soto**, a teacher, has moved to 250 Arnett Blvd., Danville, Va. . . . **Glenn C. Spivey**, Jr. works for Red Shields Boy's Club and lives at 3504-D Parkwood Dr., Greensboro. . . . **Barbara A. Stadermann** has returned to UNC-G this fall for graduate studies. . . . **Carole Elaine Steele Spear**, a kindergarten teacher, lives at 215 Hunter St., Madison.

Beth Ann Stipek of 1044 Main St., Apt. 5, Malden, Mass., is a research correspondent for State Street Bond and Trust Co. in Boston. . . . **Tamara L. Strickland**, a graduate student at NCSU, lives on Rt. 2, Box 169, Smithfield. . . . **Sybil Ann Sturgis**, a graduate student in education, may be addressed at Box 3436, U.S.C., Columbia, S. C. . . . **Betsy Suitt** has joined the High Point district staff of Piedmont Natural Gas Co. as a home service representative. . . . **Gwendolyn Eva Supulski** of 27 Penn St., Kingston, Pa., is attending UNC-G graduate school. . . . **Anne Sutherland** (1800 Grove

Ave., Apt. B, Richmond, Va.) is an accountant with Merrill, Lynch, Pierce, Fenner & Smith, Inc.

Linda Sutton Anders (Box 795, Clinton) is teaching at Hope Valley School in Durham. . . . **Dewey Wayne Taylor**, medical technologist, is living at 410 E. Vandalia Rd., Greensboro. . . . **Janice E. Taylor**, of 7600 Foxhall Lane, Apt. 3212, Richmond, Va., is a trainee buyer for Thalhimers. . . . **Diana Lynn Thomas** of 208 Chateau Villa, Chapel Hill, is a medical technician at Memorial Hospital. . . . **Rebecca Thompson Davis**, a social worker for Wilson County, lives at 204 Garner St., Apt. G, Wilson. . . . **Carmen Alveda Townsend** is a management trainee at Meyer's Dept. Store, Greensboro. **Lujanne J. Trammel** is teaching in Greensboro. Her address: 1309-D Walker Ave., Kenilworth Apts. . . . **Patricia Ann Trotter** of 207 Dennis Avenue, Raleigh, is a caseworker for State Mental Health.

Glenna D. Troxell, a social worker for the Child and Family Counseling Service, lives at 9 Laydon Circle, Newport News, Va. . . . **Sarah Adams Vernon**, graduate student, lives in Room 612, Craige Room, Chapel Hill.

Hannelore E. Vinica's permanent address is 106 Hardee Rd., Greenville. . . . **Christine Waggoner** of 303 Mansion Dr., Alexandria, Va., is teaching string music in Price William county schools.

Frances Walls Hill, a fifth grade teacher in Durham County, lives at 5425 Dana Dr., Apt. 1, Raleigh. . . . **Sylvia Walls Craven** (Apt. 209, Northampton Terrace, Chapel Hill) is a lab research technician at N. C. Memorial Hospital. . . . **Verna Warren DuRant** of 303 Crepe Myrtle Ave., Laurinburg, is teaching. . . . **Linda Roberta Watson** (Rt. 1, Box 275A, Belmont) is doing clerical work. . . . **Nancy Watson Beck** of 200 Franklin Rd., N. E., Apt. T-5, Atlanta, Ga., is a caseworker for Family & Children Services. . . . **Anne King Webster** of 106 Woodland Dr., Jamestown, teaches.

Sally Ann Weeks is working toward another BS in Textile Technology, specializing in Textile Teaching. Her address: Box 602, Dunn. . . . **Sally Jane Weiss** of 3324 Barry Dr., Charlotte, is a clerk at Belk's Dept. Store. . . . **Barbara Wells Sarudy** and **Richard** have a new home at 1110 Gretchen Lane. . . . **Beverly C. Wells** of 3202 Trent St., Apt. C, Greensboro, is a social worker. . . . **Carol Kay Whitehurst** of 403 Yarmouth St., Raleigh, is a student at Wake Forest. . . . **Grace Whitford Hass** of 1013 W. Friendly Ave., Apt. 3, Greensboro, teaches. . . . **Anda Williams Cochran**, assistant home economics extension agent, is living at Rt. 8, Box 105, Charlotte. . . . **Linda J. Williams** of Box 76, West End, teaches.

Martha Jane Williams, 1969 Pillsbury Award Winner, is Pillsbury's Home Economist. She lives at 2930 Douglas Dr. N., Apt. 228, Crystal, Minn. . . . **Mary H. Williams** is teaching part-time at Craven Technical Institute and lives at Rt. 3, Box 316, New Bern. . . . **Beth A. Willoughby's** address is Box 494, Taber City. She teaches.

Mary Lynn Wilson, teacher, may be reached c/o Larry D. Hartsell, Horse Rock Rd., Westport, Md. . . . **Nancy Reide Winstead**, medical technologist, is living at 109 N. Davis Dr., Farmville. . . . **Becki Brown Womble's** permanent address is 206 Chippewa Ave., Tampa, Fla., as she "flies the skies" as a Pan American Stewardess. . . . **Jane Worthington** is a bus. ed. teacher,

at East Carteret High, Beaufort. . . . **Frances E. Wright** is doing graduate work at UNC-G. Her permanent address is: 410 Sinclair St., Norfolk, Va. . . . **Janet Wright** of 1623 Glenn St., Apt. B-10, Charlotte, teaches. . . . **Martha Wright Eagle**, a first grade teacher at Claxton elementary school, lives at Rt. 6, Box 188-24, Greensboro. . . . **Shirley Gail York** of 2822 Liberty Rd., Greensboro, is a bookkeeper-secretary for the Orange Presbytery.

MARRIAGES

Margaret Lynne Ainsley and **David Walter Brewin** on June 21. The bridegroom, a graduate of The College of the Albemarle, is a student at Elon College. The couple lives in Hertford (Box 156).

Carolyn Pope Annas and **Joseph William Icard** on April 19. The bridegroom is employed as a staff engineer with Broyhill Furniture Industries, Inc., in Lenoir. At home: Rt. 2, Granite Falls.

Talitha Faith Arrowood and **Ronald Eugene Wright** on May 31. The bridegroom is employed by Dixie Radio Supply of Charlotte. The couple lives in Atlanta at 1441 Lanier Pl., N. E.

Sara Donna Boxite and **Eddie Kirby O'Brian** on June 22. The bride teaches in the Cumberland County Schools, and the bridegroom is employed by Carolina Telephone and Telegraph in Fayetteville. At home: 1322 Jordan St., Fayetteville.

Joel Bouldin and **Gary Lee Rango** on June 8. The bridegroom attended the Univ. of Tenn. and is employed as asst. manager of the Atlantic Micro Film Co. in Winston-Salem where they will make their home.

Laura Alice Braxton and **Christopher Conrad Tew** on May 30. The bridegroom is teaching at Neal junior high school near Durham after a summer of graduate school at Duke. The bride received a teaching assistantship in chemistry at Duke where she has entered graduate school. At home: 1010 Gloria Ave., Durham.

Teena Devan Brewer and **Charles Davant III** on June 14. The bridegroom, a graduate of Duke, is a student at UNC Medical School in Chapel Hill where the couple live.

Sharon Lee Budd and **William Henry Hagen, Jr.** on June 14. The bridegroom, a graduate of Greensboro College, studied one year at the Univ. of Birmingham in Birmingham, England, and received his master's from UNC-G. The couple lives in Johnson City, Tenn. where the bridegroom teaches at East Tenn. State Univ.

Heady Angela Cash and **Ronald Keith Hill** on June 15. The bridegroom, a graduate of NCSU, is a mechanical engineer with Olin Mathieson Chemical Corp. At home: 106 Mimor St., Apt. 1, Brevard.

Anne Childs and **Boyce Earl Shipman** on June 28. The bride is a teacher at Etowah Jr. High School in Henderson County; the bridegroom is a graduate of UNC-CH. At home: 3201 Brevard Rd., Hendersonville.

Patsy Ann Clappase and **Lawrence Michael Emma** on June 8. At home: 2711 St. Mary's St., Raleigh.

Krisan Lewis Cochrane and **Welbourne Louis Gregson, Jr.** on June 7. The bridegroom attended NCSU and is employed by Southern Bell of Raleigh where the bride is teaching. At home: 1202 W. Garner Rd., Garner.

Sandra Lee Cody and **Ruby Wayne Herren** on June 21. The bride will teach in

Sand Hills elementary school. The bridegroom, a graduate of NCSU, is employed in the Nylon engineering division of American Enka Corp. The couple lives on the Old Canton Highway, Asheville.

Elizabeth Locke Cooke and **Harold Dwight Blackwelder** on June 21. The bridegroom completed pre-veterinarian studies at NCSU and two years at the School of Veterinarian Medicine, Univ. of Ga. The couple is living in Athens, Ga., where the bride is employed as dietitian at Athens General Hospital.

Betty Dianne Cooper and **Connie Hale Runley** in April. The bridegroom is in the Army at Ft. Hood, Tex.

Judith Ann Crocker and **Harry Pegram Booth** on June 29. The bridegroom graduated from Appalachian State Univ., where he received the BS and MR degrees. The couple lives in Greensboro (3106 Lawndale Rd., Apt. J) where they both are teaching.

Linda Joyce Crooks and **Cerald Morris Bailey** on June 15. The bride is employed by Duke Power Co., in Charlotte where the bridegroom is with the N. C. State Highway Patrol. At home: Wilkinson Blvd., Rt. 5, Charlotte.

Cynthia Louise Crump and **William Stanley Dixon Jr.** on June 21. The bridegroom attended Guilford College and is employed in the traffic management dept. of Cone Mills Corp. in Greensboro. At home: 2303-B Yanceyville St., Greensboro.

Linda Lea Davis and **George Michael Whitby** on June 7. The bridegroom, a senior at NCSU, is employed by Arthur Sandman, attorney-at-law. At home: 2709 Brigadoon Dr., Raleigh.

Nancy Gale Dickerson and **Stephen Ballard Scarborough, Jr.** on June 28. The bridegroom is a graduate of UNC-CH. The couple live in Raleigh at 109 Ramblewood Dr., Apt. 59.

Lizbeth Anne Ellis and **William Taylor Boone** on August 2. The bridegroom is a graduate of Hampden-Sydney College. He is attending the Univ. of West Va. Law School. The bride is teaching in German Township, Pa. At home: 810 Monongalia Ave., Morgantown, W. Va.

Mary Carol Forsyth and **Harold Bernard Lund** on June 21. The bridegroom, a graduate of the Aviation Academy of N. C., served four years in the Air Force and is a commercial pilot.

Linda Joyce Freeman and **Richard Lynn Scott** on June 3. The bridegroom, a Duke alumnus, attended graduate school at UNC-CH last year, and is stationed with the Army at Ft. Knox, Ky. The couple live in Elizabethtown, Ky. (402 Central Ave.)

Anne Avery Gilmer and **John Cox Merson** on June 14. The bridegroom, an alumnus of Kent School, attended Amherst College, and served three years in the Marines. He received a degree in June from UNC-CH and is attending the Harvard Graduate School of Business Administration this fall. The bride is employed by Milo Broughman Designers in Boston. At home: 7 Lothian Rd., Apt. 31, Brighton, Mass.

Susan Karma Cleason and **James Paul Avett** on June 1. The couple lives in Pensacola, Fla., where the bridegroom is stationed as an airman with the Navy.

Patsy Lee Gold and **James Dodson Neilson Jr.** on June 21. The bridegroom attended Campbell College and ECU and completed a four-year tour of duty with the Coast Guard. He is employed as a stock

broker by McDaniel, Lewis and Co. At home: 1854 Villa Dr., Greensboro.

Lucinda Gordon and **Alan Scott Hicks** on July 19. The bridegroom, a graduate of UNC-CH, is attending law school there. The couple lives in Chapel Hill.

Pamela Stuart Greer and **David Crenshaw Worth Jr.** on June 28. The bridegroom, a graduate of Presbyterian College and UNC School of Law, is serving in the Army and attending East Coast Defense Language School. The couple lives in Oxon Hill, Md.

Pamela Sue Griffith and **Derrek Stuart Archer, Jr.** on June 28. The bridegroom studied drafting at the Industrial Education Center in Eden and is currently with the Navy. The couple lives in Jacksonville, Fla.

Nancy Jean Cullledge and **William Wilson Schnabel** on June 21. The bridegroom, a graduate of UNC-CH, is employed as a management trainee with J. P. Stevens in Greensboro. At home: 3206-C Lawndale Dr., Greensboro.

Janet Marie Harkey and **Cameron Wallace Penfield** on July 12. The bridegroom, a Duke graduate, is employed in Greensboro by Sutton & Kennerly, Consulting Engineers. At home: 4730 Brompton Dr., Greensboro.

Jacquelyn Marie Harper and **Thomas Odell Grubbs, Jr.** on June 21. The bridegroom, a graduate of NCSU, is an assistant resident engineer with the N. C. State Highway Commission in Thomasville. The couple lives in Winston-Salem at 1041 Sunset Dr., Apt. J.

Margaret McClung Hatcher and **John Allan Bowen, Jr.** on June 14. The bridegroom, an alumnus of NCSU, is employed by DuPont of Kinston, and the bride of the Kinston city schools. At home: 303 W. Highland Ave., Kinston.

Anita Sue Hornback and **Dwight Max McLeod** on June 7. The bridegroom is a fifth year design student at NCSU. The couple lives in Raleigh.

Edith Eileen Johnson and **Kurt Hagen Hoppe** on June 7. The bridegroom, a graduate of Western Reserve Univ. who received his masters at the Univ. of W. Va., is working at Western State School and Hospital in Canonsburg as a psychologist. At home: 125 Belmont Ave., Canonsburg, Pa.

Paulette Johnson and **Wilbur Thomas Britt, Jr.** on June 22. The couple lives in Fort Dix, N. J.

Norma Louise Jones and **Johnny D. Reavis** on June 15. The bridegroom, a graduate of UNC-CH, taught in the Iredell county school system. At home: 911-B Morehead Ave., Greensboro.

Rebecca Elaine Lamb and **Marshall Howard Fletcher** on June 28. The bridegroom, a graduate of VPI, is employed by Burlington Industries. The couple lives at 4645 Brompton Dr., Greensboro.

Jane Elizabeth Leonard and **Jimmy Wayne Muchison** on August 3. The bridegroom, who has completed his military service, is maintenance mechanic at Cone Mills' Proximity plant. The bride teaches at Claxton school. At home: 129 E. Fisher St., Apt. F, Greensboro.

Margaret Carole McBrayer to **Donald Joseph Allen** on April 5. The bridegroom, a student at Elon College, is on the football team and a senator in student gov't. The bride is a teller for First Union National Bank. At home: Revere Dr., Apt. 28, Greensboro.

Barbara Ann Parker and **Larry Earl Smith** on June 21. The bridegroom, a graduate of NCSU, is employed by IBM in Raleigh where the couple lives at 801-C Daniels St.

Phyllis Jean Parrish and **Arnold Bennie Goetze, Jr.** on June 15. The bride teaches in Raleigh where the bridegroom is a student at NCSU. At home: 2735 Rosedale Ave., Raleigh.

Sarah Catherine Phillips and **Robert Samuel Watts McManus** on June 1. The bridegroom, who attended the Univ. of S. C. at Columbia and served four years in the Marine Corps, is a fireman for the City of High Point. At home: 2602 Holleman St., High Point.

Jane Frances Reinhardt and **Ernest Bryant Whichard, Jr.** on June 7. The bridegroom, a graduate of UNC-CH, is employed by Gov. Robert Scott's Committee of Law and Order during the summer. He will enter OCS in Sept.

Linda Joyce Robinson and **Raymond Lee Davis** on June 21. The bride teaches and the bridegroom is employed by Harry's Cadillac-Pontiac Co. as a salesman. At home: 1 East Starnes Cove Rd., Asheville.

Edna Lee Rodgers and **David L. Wade.** The bride is teaching at Buffalo Gap high school. At home: Fairfield, Va.

Jane Alice Rodgers and **Robert Lee Macfayden** on June 13. The bridegroom, who attended Davidson Community College, is serving with the Air Force at Little Rock AFB. At home: 1700 S. Highway 161, Jacksonville, Ark.

Sandra Narine Russ and **Jerry Glenn Lewis** on June 7. The couple is living in Cincinnati where the bridegroom is a chemical engineer for Proctor and Gamble, and the bride is teaching in the public schools. At home: 375 W. Galbraith, Apt. 3, Cincinnati, Ohio.

Sandra Elizabeth Sadler and **Robert Bruce Manning** on July 21. The bridegroom, a graduate of Guilford College, is employed with Credit Management Corp. in Wilmington, Del., where the couple is living.

Sara Kimberly Sain and **Charles Arthur Voight III** on June 3. The bridegroom, a senior at Greensboro College, works part-time for Air Control Product, Inc. At home: 205 Bevere Dr., Greensboro.

Cynthia Satterfield and **Jonathan Hayes Mueller** on June 28. The bridegroom, a graduate of ECU, is stationed with the Navy in San Diego, Calif., where the couple is living.

Rose Anne Saunders and **William Logan Peck** on June 7. The bridegroom is a student at NCSU, where the couple lives.

Brenda Cheryl Sexton and **Stanley Page Ballenger** on June 28. The bridegroom attended UNC-CH and works for Cameo Hosiery. At home: 1219 Pamlico Drive, Greensboro.

Mary Wynne Seymour and **Steve Harris Bostick** on July 12. The bridegroom completed three years in the Army (13 months in Korea) and is employed by Tally Electric Co. At home: 2728 Stratford Dr., Greensboro.

Virginia Ann Sharpe and **Robert Williams Wright** on June 6. The bridegroom attended UNC-CH and served in the Marine Corps. He is manager of the Foreign Car Center in Carboro.

Sherry Susan Slover and **James Langdon Patterson** on June 22. The bridegroom, a graduate of NCSU, is employed by Du-

Point in Camden. The bride is teaching in the Camden schools. At home: Apt. 2-C, Palmetto Arms Apts., Camden, S. C.

Carolyn Anne Smith and **Joseph Ray Hawkins** on June 7. The bridegroom is employed by Hawkins Electric Co. in Southern Pines. At home: Box 1412, Aberdeen.

Karen LaVerne Sprinkle and **Edward Dewey Lindsay** on June 7. The bridegroom, a graduate of Asheville Buncombe Tech. Inst. and Brevard College, is a senior at Clemson Univ. The bride began graduate work this fall at Clemson where they live.

Louise Cheryl Stimpson and **Ronald Jay Stanley** on June 14. The bride is working and taking graduate courses at UNC-CH where the bridegroom is a second-year Morehead Fellow in medicine. He graduated from Duke where he was a Reynolds Scholar.

Rebecca Ann Stroupe and **Edward Asbury Thompson** on June 28. The couple live in Cullowhee where the bridegroom is a senior at Western Carolina Univ.

Jane Carmen Tyndall and **Roger Parker Smith** on June 7. The bridegroom, a Jan. graduate of UNC-CH, teaches math and science in Clinton schools. The bride teaches in the math dept. at Wayne Community College. At home: Rt. 5, Raleigh.

Mescal Elizabeth Tyson and **David Ragsdale Hunter** on June 7. The bridegroom, who attended the N. C. School of the Arts and Guilford College, is employed by State Decoration and Supply. At home: 307 College Rd., Greensboro.

Linda June Vernon and **Alan Learer Robinson** on June 12. The couple live in Baltimore where the bridegroom is employed by Humble Oil Co. He graduated from Hampton-Sydney College and received his master's from UNC-CH.

Judith Ann Waters and **Charlie Frank Abrams, Jr.**, on June 14. The bridegroom holds both bachelor and masters degrees from NCSU and is currently a doctoral student there.

Linda Jane Weston and **Gene Woodall McGarity, Jr.**, on June 7. The bridegroom, a graduate of NCSU, is a programmer for IBM's Federal Systems Division. The couple lives in Gaithersburg, Md.

Corra Lee Wetherington and **Robert Powell Jones, Jr.**, on June 5. The bride was a research technician at the Durham Child Development Clinic of the Medical Center of Duke during the summer. The bridegroom began work on his doctor's degree this fall at UNC-CH, and the bride has returned to UNC-G to work on her master's degree. At home: 903-B Clarendon Street, Durham.

Rebecca Reid Wilkerson and **Kenneth Gerald Norman** on June 7. The bridegroom is a student at NCSU. At home: 2814 O'Berry St., Raleigh.

Phyllis Windley and **William McGregor Bell** on July 26. The bridegroom is a graduate of UNC-CH. The couple lives in Wilson.

Diane Carole Workman and **Warren Halper** on June 7. The bridegroom, an alumnus of Drexel Institute of Technology, is a graduate student at NCSU. At home: 1313 Nottingham Rd., Raleigh.

Shirley Jane Worley to **John Williamson Marshal, Jr.**, on April 5. The bridegroom served in the Navy and is a student at Guilford College. The bride teaches at Hunter school. At home: 5315-A High Point Rd., Greensboro.

NEW ADDRESSES

Pamela Abernethy Parlier, Apt. T-3, 13210 Twinbrook Pkwy., Rockville, Md.; **Anita Ammons Silver**, 70 Myers St., Hackensack, N. J.; **Ann Avery Chappell**, 807 Schuyler Apts., Spartanburg, S. C.; **Jane Louise Barker**, 205 Kitchen St., Burlington; **Judith Ann Bishop**, 1314 Pincroft Rd., Greensboro; **Betty Brown Brown**, Holly Hill Rd., Murfreesboro; **Susan P. Carlin**, Top of Hill Apts.—48F, Feasterville, Pa.; **Elizabeth Carpenter Poppe**, 12 Sibert Lane, Ft. Leonard Wood, Mo.; **Pamela Cox Poin-dexter**, 621 W. Front St., Apt. 6, Burlington; **Doris Ann Dumas**, 2320 Clark Ave., Apt. H, Raleigh; **Joyce Engel Reed**, 281 Edwards St., New Haven, Conn.; **Susan Gleason Avett**, 110-A Lorena Ave., Elinor Village, Pensacola, Fla.; **Lucy Green Taylor**, 211 S. Tate St., Greensboro.

Mary Jean Hand, 307 Baldwin Rd., Yorktown Heights, New York; **Margaret Harrill Worley**, Apt. 10A Woodland Terrace Apt. South Belt Line, Columbia, S. C.; **Bonnie Hathcock Black**, Rt. 2, Monroe; **Sarah F. Hawkins**, Rt. 2, Walnut Cove; **Judy Neil Hickman**, West Texas Trailer Cr. #30, Athens, Ga.; **Dixie E. Horton**, Quarters "A", Naval Hospital, Beaufort, S. C.; **Phyllis Irvine Stump**, 400 Biggs Ave., Thomasville; **Ellar S. Kiker**, 628 Richmond Rd., Rockingham; **Glenda Kay Kincaid Mitchell**, 215 Melver St., Apt. E, Greensboro; **Brenda Elise Kirby**, 111 Wright Ave., Lenoir; **Mary Lane Yancy**, 3112-K Lawndale Dr., Greensboro; **Linda Larkin Bayless**, 2616 N. 26th St., Lawton, Okla.; **Linda Marcus Friedman**, 19 Maybin Cir., Owings Mills, Md.; **Nancy McCaskill Hanania**, 46 Ayers Ct., Apt. 2-C, West Englewood, N. J.

Frances McWhirter Owen, 4235 Baltimore Ave., Philadelphia, Pa.; **Irene Meekins Leonard**, 600 West Lexington Ave., High Point; **Arlene Mularczyk Owens**, 40 Infantry Dr., Columbus, Ga.; **Nancy Louise Reed**, Rt. 2, Pfafftown; **Susan Roane Britt**, 2820 Plum St., Apt. 6, Laredo, Tex.; **Jane Roberson Causey**, Rt. 1, Box 128, Julian; **Nancy Rorabaugh Gibbs**, 1011 Twyckenham Dr., Greensboro; **Marcell F. Rosenblatt**, 805 Millard Mill Rd., Baltic, Md.; **Mary Runley Garrity**, c/o William J. Garrity USNSGA, Box 722, APO New York; **Muriel Sandler Drezer**, 2318 Danbury Rd., Greensboro; **Marsha L. Saunders**, 724 Ashmore Dr., Charlotte.

Grace Lewis Serles, 4225 North 31st St., Arlington, Va.; **Judith Sigmon Bishop**, 2614 Pickett Rd., Durham; **Joan Sinica**, c/o John Sinica, 1203 Hill St., Suffield, Conn.; **Joy L. Smith**, 2407 Catherine Dr., Burlington; **Lola Belle Smith**, Rt. 2, Fleetwood; **Robert Calvin Southern**, 134 N. Main St., Kernersville; **Meredith Swalm Burlington**, c/o John M. Swalm, 976 Ridgemont Rd., Charleston, W. Va.; **Cheryl Swaringer Goody**, Quarters 385-B, Marine Corps Base, Quantico, Ca.; **Betty Tarlton Briley**, 108 Sharon Street, Cheraw, S. C.; **Susan Lynn Taylor**, 537 Highland Ave., Greensboro; **Georgene H. Ticknor**, 604 Wayne Ave., Silver Spring, Md.; **Wanda Traywick Finch**, Lot 7, 4309 Liberty Rd., Greensboro; **Barbara Wells Sarudy**, 1110 Gretchen Lane, Greensboro; **Margie E. Williams**, Rt. 3, Box 229, N. Wilkesboro; **Martha Wright Eagle**, Box 313-1, Rt. 2, Cary; **Nancy Lou Wright**, Box 265, Dobson.

IN MEMORIAM

'00 **Lucy M. Cobb** (x) died July 6 after several years of declining health. An author and teacher, she had made her home in Raleigh during recent years.

'01 **Baillie Daniel Lewis** (x) died September 9 at Cape Fear Nursing Center in Fayetteville at the age of 88.

'05 **Sadie Davis Gray** of Winston-Salem died June 25 after suffering a massive stroke three weeks earlier.

'06 **Olive Harris Andrews** (x), the widow of Dr. R. H. Andrews, first president of High Point College, died May 23 in Charlotte. Among survivors are her sisters, **Ethel Harris Kirby** '05 and **Virgie Harris Pyle** '15x.

'07 Word has been received of the death of **Kate Huske Vance** June 13. She lived with her family in Winston-Salem.

'12 **Nettie Jane Fleming Smith** died July 7 after a long illness. She had retired in 1956 after 35 years as a teacher in the Wilmington schools. In 1964 she received the Golden Key Award after David Brinkley named her as the teacher who most decisively influenced him at a formative stage in his life. Among survivors are two daughters, **Nancy Smith Rose** '41 and **Jean Smith Holman** '42.

'17 **Annie Peirson Stratford** died at her home July 1 following an illness of two weeks. A native of Enfield, she and her family had lived in Burlington since 1936.

'18 **Martha Blakeney Hodges** died June 27 of injuries suffered in a fire in her home the day before. Her husband, **Luther Hodges**, governor of N. C. from 1954-1961 and Sec. of Commerce during the Kennedy administration, was injured in the fire. A past president of the Friends of the Library at UNC-G, she also served as a member of the Alumnae Board of Trustees during her years as First Lady. The Martha Blakeney Hodges Memorial Fund has been established in her memory.

'21 **Nannie May Smith Davis** died July 4 at Appalachian Hall Sanitarium in Asheville where she had been a patient for 9 years.

'23 **Anna Claire Johnson** of Raleigh died July 16. Before her retirement, she worked for 43 years as a bacteriologist for the Wake County Board of Health.

'24 **Mary Louise Stacy Worsham** died at her home in Ruffin August 30.

'25 Word has been received of the death of **Elizabeth May Johnson** of Raleigh on June 29. She had been a teacher in schools in Wilson, Wake Forest and Elon before her death.

'34 Shirley Hall Edwards (x) of Rich Square died on May 7. Among survivors are two daughters, Barton Edwards Bruce '57 and Kaye Edwards Davis '66; a sister, Billie Hall Brown '56, and a daughter-in-law, Barbara Hudgins Edwards '57.

'41 Word has been received of the death of Doris Benson Ballard on August 9 at Duke Hospital. Among survivors is her sister, Mary Harrison Benson Hassell '35.

'44 Martha Stanfield Lynch (c) died June 13 after an illness of several months. She and her family lived in Greensboro for the past 26 years.

'65 Marian Earle Jordan Buchanan died at Memorial Hospital in Chapel Hill June 21. She and her husband made their home in Hickory where she was a member of the board of directors of the Hickory Museum of Art and an active member of the Arts Council. . . . Chris Anderson died September 9 in a plane crash near Indianapolis. Since graduation, she had been an interior designer for Miller-Newton Co. in Charlotte. The Chris Anderson Memorial Scholarship Fund at UNC-G has been established in her memory and will be awarded to an undergraduate majoring in interior design in the School of Home Economics.

'67 William Ray West died August 16 from injuries suffered in an automobile accident. He had been a music teacher at Parkland High School in Winston-Salem before his death and planned to continue there this year.

'69 The Nancy Wilson A.C.E. Loan Fund has been established at UNC-G in memory of Nancy Marcia Wilson of Warrenton who died unexpectedly last March while fulfilling her student teaching requirement in Raleigh. A bachelor of arts degree was awarded to Nancy posthumously during the 77th annual graduating exercises on June 1.

SYMPATHY

We wish to express sympathy to the following alumni who have lost a member of their family in recent months.

'05 Olive Harris Andrews '06x, sister of Ethel Harris Kirby and Virgie Harris Pyle '15x, died May 23.

'16 Rosa Blakeney Parker's sister, Martha Blakeney Hodges '18, died June 27. She is survived by two other sisters, Margaret Blakeney Blair '24x and Alice Blakeney Williams '17x.

'18 Margaret Matthews Raiford's husband died this past winter. Among survivors is a daughter-in-law, Katherine White Raiford '58.

'26 The husband of Nita McCain Burkhead (x) died Aug. 10 after a long illness.

'27 Mary Louise Ragland Ramey's husband died April 23. He was also the step-son-in-law of Bessie Wright Ragland '15 and the brother-in-law of Betty Anne Ragland Stanback '46.

'27 Mary Parker Fryer Williams' husband died Sept. 5 following an illness of several years.

'29 The mother of Catherine White Burnham and Evelyn White Whitfield '32 died Jan. 9. Catherine's husband died June 6 following a long illness.

'30 The mother of Jessie Fowler Bridgers Foster died July 4 at Will-O-Haven Nursing Home where she had been a patient for a number of months.

'30 The parents of Louise Leary Welch died this year, her mother on January 11, her father on April 28.

'31 The husband of Bernice Apple Cross suffered a fatal heart attack June 16 at the N. C. Baptist Assembly near Southport. He was pastor of the First Baptist Church in Goldsboro for 18 years.

'32 Inez Hines Omohundro's mother died June 29.

'32 The mother of Gladys Price died August 2 in Greensboro.

'34 Emma Aderholt Groomer's husband died August 6 following a sudden illness. Among survivors is a sister, Mildred Groomer Crutchfield '32. . . . Mary Mann Walter's sister died July 8.

'35 Mary Harrison Benson Hassell's sister, Doris Benson Ballard '41, died August 9. . . . Hazel May Little's father died Feb. 22.

'36 The mother of Elizabeth Buhmann Harward died August 30. . . . Katherine Sikes Crutchfield's father died June 2. He was the father-in-law of Mary Williamson Sikes

'38. . . . The mother of Elizabeth Yates King, Margaret Yates Brown '43c, Jean Yates Fuquay '43, and Nancy Yates McAmis '40 died July 2.

'38 The mother of Marjorie Glenn Reich and Mildred Glenn '43 died in February.

'41 The sister of Elizabeth Booker died May 14 in Kingsport, Tenn. . . . Valda Davis Dark's husband, Charlie, died May 13. . . . The husband of Eleanor Echols Mills died Aug. 22 in Greensboro where he had practiced ophthalmology for the past 30 years. . . . Nettie Jane Fleming Smith '12, mother of Nancy Smith Rose and Jean Smith Holman '42, died July 7.

'42 The 18-year-old daughter of Mary Lillie Ray Barden was killed in an automobile-train collision on May 17. Among survivors is an aunt, Virgie Ray Bingham '47x. . . . The father of Harriet Allen Styles and Martha Allen Murdock '48 died July 19.

'43 Maizie Bain Bullard's mother, Gertrude Craver Bain, died June 1.

'43 The father of Mary Frances Howell and Mildred Howell Stoddard '39 died May 24. . . . Rebecca McKeithan Sisson's father died June 16 at the National Elks Home in Bedford, Va., after a lengthy illness. . . . Anne Spivey Wimbish's husband, Conrad, died June 17 when his plane crashed near Myrtle Beach. He was the son-in-law of Gay Holman Spivey '15.

'44 The father of Josephine Collins Beamer and Ann Collins Crutchfield '48x died September 6. . . . The mother of Mary Louise Talley East and Rachel Talley Henry '49x died August 21.

'45 The 11-year-old daughter of Mary Louise Price Boquist drowned August 27 in a lake near her home in Cloquet, Minn. . . . The brother of Irma Estes Magner died July 3 following a long illness.

'46 Musa Queensbury Hogan's father died August 23.

'47 Sara Layton McGee's father died June 29. . . . Nell Swaim Teague's husband, George, died August 6 following 7 years of illness.

'49 The husband of Mary Elizabeth Perry Ragsdale (c) died July 3. Among survivors are a sister, Virginia Ragsdale Cox '29x, and a sister-in-law, Margaret Hill Ragsdale '39.

'51 Peggy Rimmer Goldstein's father, Walter Lloyd, died May 26. . . . Mary Hall Lloyd's son, Robbie, died April 20. . . . The father of Mary Copenhaver Maclin and Elizabeth Copenhaver Triplette '54x died May 29.

'52 The husband of Almetrice Wood Horton died April 3.

'53 The brother of Kathleen Adkins Blackwell died June 17. . . . The father of Diane Young Hopkins and Nancy Young Totten

'55 died May 17 in Reidsville where he had been a former mayor. . . . The father of Jane Redwine Knotts died May 16 after a lengthy illness.

'54 Patricia McMahan Holt's father, Noah, died June 9. . . . Minerva Jane Kunze Staat's father died Aug. 13 following a heart attack at his home.

'55 The mother of Elvin and Glen Arrants (MED) died July 30 at her home in Salisbury.

'57 The mother of Barton Edwards Bruce and Kaye Edwards Davis '66 died May 7. Among other survivors are a sister, Billie Hall Brown '56, and a daughter-in-law, Barbara Hudgins Edwards '57.

'59 Marsha Krieger Scheer's father died June 17.

'61 The brother of Lucile Smoak Cooper (MED) died August 20. . . . The father of Carroll Walker Miller died July 19 following a heart attack. . . . Iris Durham Pearson's father died July 30.

'66 The second son of Wendy Chrislip Dale died July 21. He was born prematurely on July 18. . . . Janice Hough Malpass' father died July 17.

'67 Anne Muir Hudson's father died July 27.

'68 The father of Audrey Frees Schnabel died September 3.

Carrie Moomaw

The mother of Virginia Moomaw, professor of Physical Education, died Aug. 2 in Greensboro.

Glenn H. Jackson

Glenn H. Jackson, husband of Mildred deBorde Jackson of the News Bureau staff, died June 24 after suffering a heart attack. Among survivors are his daughters, Glenda Jackson Buff '60c and Sandra Jackson McKinney '67x.

CHAPTER CHAT

WESTERN NORTH CAROLINA NIGHT at the Parkway Playhouse in Burnsville August 13 began fall chapter activities this year. Sponsor was the Buncombe County Chapter which invited husbands and friends to the summer theatre directed by UNC-G's Department of Drama and Speech. All were joined by special guests from the Greensboro campus for a picnic "on the grounds" before the performance of Rogers and Hammerstein's *Carousel*. Current plans are to sponsor a "repeat performance" next summer. Buncombe also held its annual tea on September 28 at UNC-Asheville. Alumni were given a tour of the campus of the newest branch of the University and met its chancellor, Dr. William Highsmith.

THE SEPTEMBER UNDERTAKING of the Forsyth County Chapter was a coffee honoring new students from the area who entered UNC-G this fall. Upperclassmen were also "on hand" to join alumni in giving the freshmen a cordial send-off.

CLARENCE SHIPTON, Dean of Men at the University, was guest speaker on October 11 for the Pitt County Chapter luncheon. To answer questions and talk about "men on campus," he was joined by two of our male students: Kim Ketchum, Senior Class President, and Charles Knight, Chairman of Men's Court. Kathy Inman '73 from Greenville, recipient of an Alumni Scholarship last spring, was also a luncheon guest.

ATLANTA, GEORGIA AREA CHAPTER members participated in a Fall Fling on October 14 at the Swan Coach House in Atlanta. After dinner the alumni heard Dr. Luelle Klein, Associate Professor of Ob-Gyn at Emory University Medical School, speak on "Adolescence." As a special treat, the gift shop with its array of antiques, gifts, local art and handmade treasures, was opened for early Christmas shopping.

GREENSBORO CHAPTER ACTIVITIES began with an invitation to alumni and their guests to join in the annual card party on October 16 at Alumnae House. Table favors, door prizes and refreshments awaited all who came. "Society in the Seventies" was chosen as the theme for this year's continuation of the book discussion series. Dr. Robert O'Kane, Dean of the School of Education, opened the series basing his lecture on *The Unprepared Society* by Donald Michael.

THE YOUNGER ALUMNI (Classes '63-'69) in Wake County have decided to form a "spark-plug" group to help generate interest and participation in their local chapter. They began their "spark-plugging" on October 22 by attending "in mass" the annual luncheon of the Wake County Chapter at the Raleigh City Club. Thomas J. C. Smyth, Dean of Students at UNC-G, was the guest speaker.

A NEW CHAPTER in its "birthing stages" in the Detroit, Michigan Area will meet for the first time November 14. An organizational luncheon was held at the home of Louise Martin Harrison '48 last month to make plans for the meeting.



ALUMNI BUSINESS

WANTED: Nominees for Alumni Service Awards. Between now and January 1 the Alumni Service Awards Committee will accept nominations for Service Awards which will be presented at the Alumni Association meeting on May 30.

Nominees will be considered for their "significant contributions to the liberal arts ideal in service to the University at Greensboro, to the Greater University, or to the nation, state, or local community. Contributions may have been in such fields as education, religion, the arts, politics, scholarship, family service, medicine, law, recreation, journalism, etc."

Nomination forms may be obtained from the Alumni Office. Completed forms should be submitted by January 1 to the Chairman, Alumni Service Awards Committee, The Alumnae House, UNC-G, Greensboro 27412.

WANTED: Applicants for Alumni Scholarships. Between now and January 31 the Alumni Scholars Committee will accept applications from high school seniors (boys and girls) for the seven Alumni Scholarships, each valued at \$750, which will be awarded in the mid-March for study at UNC-G during the 1970-71 session.

Applicants will be judged on their academic standing, intellectual promise, character, leadership ability, financial need, and demonstrated ambition.

Application forms may be obtained from either the Alumni Office or the Office of Student Aid, UNC-G, Greensboro 27412.

WANTED: Early notes on 1970 calendars. When the grocer, banker, fuel supplier, or insurance man sends you a 1970 calendar, please circle the last weekend in May (29, 30, 31). That's when UNC-G's Commencement and Alumni Weekend is scheduled.

Especially note should be made by members of the Vanguard and the classes of 1913, 1919, 1920, 1931, 1932, 1933, 1934, 1945, 1960, and 1965 because "formal" reunions are being planned for these groups.

PICTURED above are the University at Greensboro Chairs which are herewith being offered for sale for the first time. On the left is the Arm Chair (\$37); in the middle is the Boston Rocker (\$29); on the right is the Side Chair (\$24). They are shipped to purchasers from Gardner, Mass., by express, collect.

Created from birch by expert craftsmen, the chairs have a hand-rubbed, black lacquer finish with trim in gold and the University seal applied in gold by a silk-screen process. (The Arm Chair may be ordered with cherry arms.)

Normally delivery will be made in approximately three weeks, but orders for Christmas delivery must be received by October 25. The coupon below is for your convenience in placing your order.

UNIVERSITY CHAIRS

TO: The Alumni Office
UNC at Greensboro
Greensboro, N. C. 27412

Place my order for the following UNC-G Chair(s) which I expect to be shipped express-collect:

- ☐ Arm Chair with cherry arms (\$35)
☐ Arm Chair with black arms (\$37)
☐ Side Chair (\$24)
☐ Boston Rocker (\$29).

A check for \$_____ is enclosed. (To avoid delay, include 3% N. C. sales tax for delivery within North Carolina.)

NAME _____

ADDRESS _____

CITY _____

STATE _____

ZIP CODE _____

Serials Dept.
Woman's College Library
Greensboro, NC



A SCULPTURE by the late Saul Baizerman, shown here with some of his work, has been presented to Weather-spoon Art Gallery through a gift of \$15,000 from Emma Sharpe Avery Jeffress '40 and her husband, Carl Jeffress, of Greensboro.

Entitled "Pastoral Symphony Number 2," the sculpture is eight feet high and 10 feet wide. It will be cast in bronze at the campus foundry by Paul Kubic of the art faculty, then placed in the Gallery's outdoor garden in memory of Mr. Jeffress' parents, Mr. and Mrs. Edwin B. Jeffress, in recognition of their many contributions to the cultural life of Greensboro and North Carolina.

Kubic is working with a team of art students to gain maximum efficiency in using the casting equipment which he purchased in Detroit last summer. After receipt of a final shipment (a muller to distribute sand evenly), the complex casting process will begin. WUNC-TV will record the progress of the casting in a documentary film to be aired in conjunction with the unveiling of the finished bronze.